



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 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: '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 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 differentiate and adapt teaching for ALS Record pupils

To maintain accurate records

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

Allocation of Resources

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, ALS teacher, 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.

Identification, assessment and recording

EYFS - 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. Should any child be regarded as not making progress, ALS 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/EYFS Co-ordinator can seek advice and support from other professionals via Newcastle LA's Area SENDCo for EYFS. A request can be made for Early Years Additional Needs Funding and / or support.

In Junior House, all pupils in Transition and Upper One are screened for strengths and weaknesses in both reading and spelling. Similar assessment methods are used in Senior House for girls in Upper Four as well as those moving from Lower Three to Upper Three (both internal and external). Any pupils who are being monitored are tested annually. In addition, all new pupils (up to Sixth Form) are tested during the academic year they arrive. Intervention as a result of these scheduled assessments is very much dependent upon outcome. In many cases, the continued implementation of QFT by staff will be sufficient support, whereas in others it may be necessary to review relevant Pupil Profiles and potentially pursue increased provision.

Provision

The single biggest tool in overcoming barriers to learning is through effective adaptation, differentiation and personalisation of teaching. In some instances, specialist ALS support or advice may be required in order to best meet a pupil's needs.

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 and any Access Arrangements they may have. This is regarded as 'live' information, held digitally in the Staff Lounge, and updated throughout the academic year. Any significant updates are also emailed out to staff. Pupil ALS coding is simultaneously shown in SIMS. Teachers should be fully aware of the details relating to ALS Record pupils with whom they interact.

Wave 1 - Indicates that the pupil will benefit from QFT within the classroom and core strategies with teachers monitoring progress. Some of these pupils may have previously been at Wave 2 – their historic Pupil Profile is on file for reference.

Wave 2 - Indicates a pupil requires a greater level of support and personalisation of learning within the classroom. These pupils 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 and have an Education Health and Care Plan (EHCP) or parental funded support. In addition to a Pupil Profile, pupils with LA funding have a costed Provision Map which identifies LA pupil outcomes and how funding is used. Wave 3 pupils benefit from support within the classroom; it is imperative that this is planned for by subject teachers, in order for it to be effective. Teachers retain oversight and direct LSA support, as they are the ones best placed to identify a pupil's specific skill or knowledge gaps. The 'ALS Record Action Plan/Review' is the document which supports this process; it is completed between the LSA/teacher, with the LSA overseeing administration and retaining the document. Targets are openly shared with pupils with the aim being that if the pupil, LSA and teacher all have transparent, shared goals, the likelihood of achievement is increased. Each set of targets can last from a couple of weeks to a half term or topic, at which point the plan is reviewed and new targets are set.

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 day to day classroom teaching.

Any 'Waved' pupils, in Senior House, may also 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 are able to identify additional needs that would often go unnoticed. Therefore, only those pupils who are waved and require greater personalisation or input beyond our core offer are counted for data purposes.

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 annually ready for the start of the new academic year. They are also updated, over the course of the year, upon receipt of any new information or advice. Teachers should be familiar with the content of the Pupil Profiles and there should be a clear identification of how lessons are being personalised to meet needs.

Although subject teachers remain the core lead in meeting pupil needs in the classroom, the ALS referral process is in place to support staff where needed. The process provides a clear framework to identify where difficulties lie and how needs can be met through QFT and ALS strategies. Where this is not possible, the referral process includes a clear route to additional support and intervention, alongside an expedited 'Fast Track' option, where a rapid deterioration or significant concern arises.

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. Information sheets which outline provision are available for parents of both Junior House and Senior House pupils. In liaison with parents, diagnostic assessments may be carried out by the SENDCo or an outside agency (e.g. Physiotherapists or Educational Psychologists), in order to access additional specialist support. 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.

Parents can contact the ALS department directly, at any time, if they have a concern and a representative of ALS is available at Parents Evenings.

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 an Educational Psychology / Psychology 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.

The following private Educational Psychologists / Psychologists are known to Newcastle Local Authority Educational Psychology service and are therefore deemed appropriate contacts where onward Educational Psychology / Psychology referral is required:

- Rick Portsmouth - http://www.dyslexianorth.co.uk/rick_portsmouth_chartered_psychologist.html
- Brechin Turner - brechinturner@gmail.com
- Charles Ward - <http://www.wardpsychology.co.uk/>
- Dyslexia North East - <https://www.dyslexiane.org.uk/>
- Neurospectrum – <https://www.neurospectrum.co.uk>

We do not recommend anyone of the above providers over another, rather we advise parents to contact each of them, 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. These access arrangements will have been established as the pupil's normal way of working from year 9 or earlier, this must include the classroom environment and as well as examinations. A normal way of working can typically be defined as 50% of the curriculum. In the case of medical conditions which occur after the start of year 9, and require a new access arrangement application, these will be processed in line with JCQ guidance at the time.

Where medical evidence or assessment is required, the SENDCo will write to parents advising them of the process and options available to obtain this. Where educational assessment is required, for a charge (appendix 1), pupils can be assessed in house by the qualified SENDCo or externally by an independent educational psychologist. 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 2 details the 'Centre criteria for the use of ICT' as required by JCQ.

Appendix 1 - ALS Charging Policy

CORE OFFER

- Quality First Teaching – High quality teaching within the classroom, differentiated 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 specialist ALS Teachers, ensures that the needs of all girls are met appropriately.
- Study Skills Drop In – LSAs run daily sessions 8.00am – 8.30am. 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 – By arrangement, daily support sessions, with ALS teachers are offered in Senior House. These are offered at breaks, lunchtimes before school and after school.
- 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.

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. Targets are established by the Class Teacher and focus on specific knowledge / skill gaps.
 - £11 per lesson based on 40-minute lessons
- Assessments - ALS staff administer a variety of assessments, where further information is needed in relation to a girl's specific strengths and weaknesses.
 - Assessments including those for access arrangements £150 – conducted by SENDCo
 - Dyslexia screener £50
- Parental requested alternative rooming £20-p/h
- Following parent/school liaison, additional individual provision or bespoke packages can be arranged
 - Cost is 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 make these applications, although we are aware of legislative change which impacts on the provision of such support for pupils within the private sector. This is discussed with parents when considering this option.
- Existing Education, Health and Care Plans (EHCP) – where Local Authorities agree to support pupils at Westfield School we can deliver support and intervention as identified within the plan. However, we are aware of legislative change which impacts on the provision of such support for pupils within the private sector. This is discussed with parents when considering this option.

Appendix 2 - Centre Criteria for the use of ICT

The Use of Word Processors in Examinations Policy

1.1 Use / Awarding of ICT

ALS holds designated ICT equipment for examination purposes. This ICT is available for use in examinations where candidates have:

- A learning difficulty which has a substantial and long-term adverse effect on their written work
- A medical condition which has a substantial and long-term adverse effect on their written work
- A physical disability which has a substantial and long-term adverse effect on their written work
- A sensory impairment which has a substantial and long-term adverse effect on their written work
- Planning and organisation problems which have a substantial and long-term adverse effect on their written work
- Handwriting difficulties which have a substantial and long-term adverse effect on their written work
- Use of ICT as an alternative to a scribe

This list is not exhaustive.

1.2 Referral

If it is felt a pupil would benefit from using ICT:

- The pupil can make a request to ALS
- A member of staff can make a request to ALS
- A parent / carer can make a request to ALS

Upon receipt of the request, assessment takes place (in line with 1.1 above) and the use of ICT is trialled where appropriate. ICT is granted if its use has a positive impact on grade outcome. The use of ICT is monitored on an annual basis to ensure it remains the 'normal way of working'.

1.3 ICT is not granted / removed:

- If it is not the normal way of working for the pupil
- If it is not appropriate to the subject, e.g. Mathematics
- If it is not beneficial to the pupil
- If the pupil wants to use ICT rather than write without other circumstances – see 1.1 above
- If the pupil can work faster on ICT without other circumstances – see 1.1 above
- If the pupil uses ICT at home without other circumstances – see 1.1 above

1.4 Examinations:

- We fully adhere to all JCQ guidelines on the use of ICT within examinations
- All laptops are held securely within the ALS department. They are serviced before each examination series by Adept who ensure all software is up-to-date, all internet access is removed and all spell checks are disabled where appropriate.
- Exam-only USB sticks are kept with the laptops and candidates are briefed before the examination series about saving their work to the USB stick regularly during the exam. This is done by the ALS department as it's the candidates 'normal way of working.'
- During examinations, candidates who use ICT are seated at the back of the hall, to ensure their screens are not visible to other candidates.
- At the end of the exam, the candidate is met by the Exams Officer or a roving invigilator, who escorts the candidate to the exam's office or the main reception to print the exam paper. The candidate checks that the appropriate number of pages have been printed and this is attached securely to the script with the JCQ word processor cover sheet.
- In line with JCQ guidelines, the laptops are treated as 'scripts' until the examination paper has been printed and checked by the candidate, at which point the files are deleted from the USB sticks.