



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 assess and identify difficulties

To know which of the pupils they teach are on the ALS record

To refer to and utilise ALS documentation, data and advice in order to understand the needs of pupils

To devise and / or implement appropriate strategies including the use of Quality First Teaching (QFT)

To adapt teaching through differentiation as necessary

To maintain accurate records

To liaise with the ALS department as needed

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, 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, 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). In addition to this, all new pupils are tested alongside any concerns as needed. 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, which is updated throughout the academic year. The 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 a live document, held digitally in the Staff Lounge, and is updated as needed. Any significant updates are also emailed out to staff. There is an expectation that each teacher knows which of the pupils they teach are on the ALS record and the reason(s) for this.

Wave 1 pupils benefit from QFT and core teaching strategies appropriate to need, teachers monitor progress.

Wave 2 pupils have higher level additional needs; these are shown in their Pupil Profile which is used by teachers and ALS to inform provision.

Wave 3 Pupils require 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 these pupils also have a Provision Map which identifies how needs are met holistically. 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, before the plan is then reviewed (noting progress) and new targets are set.

An information only category is also present on the ALS register, this is to provide some contextual pupil information but indicates the pupil is generally able to cope well.

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 at the start of each academic year as well when new information / advice comes to light. 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. ALS pupil information is available both on SIMS and in the ALS area of the Staff Lounge – the latter also shows relevant historic information.

Although subject teachers remain the core lead in meeting pupils' 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).

Details of any such 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 if they have a concern and a representative of ALS is available at Parents' Meetings.

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 SENCO is qualified to undertake a number of individual and group based assessments covering ability, attainment and cognitive processing. This option is discussed with parents, prior to referral to Educational Psychology / Psychology services.

Parents are alerted to the difference in provision between 'in house' SENCO 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:

- Tynemouth Clinic - <http://tynemouththerapy.co.uk/>
- Rick Portsmouth - http://www.dyslexianorth.co.uk/rick_portsmouth_chartered_psychologist.html
- Diane Quinn - <http://www.education-psychologist.co.uk/diane-quinn.html>
- Brechin Turner - brechinturner@gmail.com
- Charles Ward - <http://www.wardpsychology.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 formal assessment is required. In these instances the SENDCo will write to parents advising of the process and options available. For a charge, pupils can be assessed in house by the qualified SENDCo or externally by an independent educational psychologist. Following assessment, the Examinations Officer, in liaison with the SENDCo, makes the necessary applications to the examination boards. Appendix 2 details the 'Centre criteria for the use of ICT' as required by JCQ.

In addition to formal GCSE and A Level examinations, access arrangements are provided in school examinations, typically from Upper Three upwards, where need is identified through routine screening and monitoring.

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 and Tuesday 3.30 pm – 4.00pm. Senior House pupils can call in and ask for curriculum support / advice as needed.
- 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.
- Individualised Curriculum – Timetables can be personalised to meet the strengths and needs of individual girls. This can include a reduction in the number of GCSEs undertaken or 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.

HIGHER LEVEL OFFER

- 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 Teachers administer a variety of assessments, where further information is needed in relation to a girl's specific strengths and weaknesses.
 - Access Arrangements Assessments £100
 - Provision of Access Arrangements: reader £20 p/h, scribe £20 p/h, scribe & reader £20 p/h, alternative rooming £20-p/h
 - Dyslexia screener £40
- Following parent/school liaison, additional individual provision or bespoke packages can be arranged
 - Cost is variable dependent of provision required
- Outside Agencies - Westfield School is always happy to work alongside outside agencies and implement suggested teaching strategies in order to meet girls' wider needs.
 - Cost as agreed between parent and agency
- New Education, Health and Care Plans (EHCP) – Where a parent wishes to make an 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 will be discussed with you as part of consideration of this option.
 - Application for a new EHC £300
- 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 will be discussed with you as part of consideration of this option.

Appendix 2 - Centre Criteria for the use of ICT

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 and the use of ICT is trialled. ICT is granted if its use has a positive impact on grade outcome versus non-use. 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