



ADDITIONAL LEARNING SUPPORT POLICY

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: '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 maintain an up to date ALS teacher folder
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 Year 1 and Year 3 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. 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. 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.

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, 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. This will also be recorded in the teacher's ALS folder.

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 the 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.

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.

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.

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 and 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.

Where non-medical evidence is required, for a charge (appendix 1), pupils may be able to be assessed in house by the qualified SENDCo. Pupils can also be assessed externally by an independent educational psychologist, JCQ guidance relating to this must be followed.

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, 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. It is unusual for curriculum personalisation to take place in Junior House.
- 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.
 - Costs are on per lesson basis
- 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 £170 – conducted by SENDCo
 - Dyslexia screener £65
- Alternative rooming £25-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.
- 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.