



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 SENCo.

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 SENCo

- 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

The school has a negotiated timetable of support, enabling pupils to develop to their full potential. This support is provided by the SENCo, 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.

ALS is well resourced to support girls with a variety of learning difficulties, through a stepped approach. Resources are carefully monitored and updated to ensure they take account of new developments and changing pupil needs.

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.

Though subject teachers remain the core lead in meeting pupils' needs in the classroom, the ALS referral process is in place to support staff. 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 SENCo 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 SENCo or an outside agency (e.g. Physiotherapists or Educational Psychologists). Details of any such assessments undertaken by the SENCo 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.

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 SENCo 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 Quality First Teaching by staff will be sufficient support, whereas in others it may be necessary to review relevant Pupil Profiles and potentially pursue increased provision.

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 SENCo will write to parents advising of the process and options available. For a charge, pupils can be assessed in house by the qualified SENCo or externally by an independent educational psychologist. Following assessment, the Examinations Officer, in liaison with the SENCo, 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, where need is identified through routine screening and monitoring.