



Learning Enrichment Policy

Learning Support

Person responsible	Head/Head of Learning Enrichment
Last updated	May 2018
Frequency of Review	Annual
Date of last review by Governors	June 2018
Date of next review by Governors	June 2019

This policy applies equally to the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 as taught at Bute House School. The policy is in line with our Teaching and Learning Policy and Equal Opportunities and Inclusion Policy

Introduction

This document is a statement of the aims, objectives and strategies for the teaching of pupils with learning differences and difficulties and children with special educational needs.

The intention of this policy document is to outline how girls are selected for sessions in the Learning Enrichment Department and how their needs are met by acknowledging the role of the Learning Enrichment (LE) Co-ordinator, LE teachers, form/subject teachers, pupils, parents, carers and outside agencies.

Parents should be aware that the school is a mainstream setting with limited specialist Special Educational Needs (SEN) resources. The staff will use their professional skill and experience to identify and provide for SEN within the resources of a mainstream school. Ordinary reasonable adjustments for disability will also be made through our Learning Enrichment Department.

Provision for pupils who need support is referred to as Learning Support (LS).

Definition of Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different or additional to that normally available to pupils of the same age.'

(SEND code of Practice, 2015)

Bute House School is a broadly selective school and will have a relatively small proportion of pupils who would be considered to have **special educational needs** as defined by the act.

Nevertheless, we recognise that there will be a greater proportion of pupils who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, which is usually a natural feature of differentiated quality first teaching in the classroom. These pupils are considered by the school to have '**additional learning needs**' (ALN).

We identify four areas of need:

- Cognitive and learning needs, including specific learning difficulties such as dyslexia and dyspraxia
- Behavioural, emotional and social developmental needs
- Communication and interaction needs-including autistic spectrum disorders
- Sensory and/or physical needs including visual or hearing impairments

Admissions Policy

Admission to part of the School is selective. The School must feel confident that a prospective pupil will benefit from the education offered so that there is no reasonable doubt at the time of admission that she will have a complete, happy and successful school career.

Both at the application stage and also later in the admissions process, parents/carers are given the opportunity, and indeed urged, to notify the School of any disability or special educational needs affecting their daughter of which the School should be aware.

The parents/carers of a pupil with an existing LDD, Educational Psychologist's report and/or an Educational Health Care Plan (or Educational Statement) are requested to submit copies of such papers to the Registrar, who will then consult with the Learning Support Coordinator. The Learning Support Coordinator will review all documents provided to the School to establish 1) if any reasonable adjustments are required for the entrance assessment and 2) if any reasonable adjustments within the School and/or curriculum are required if the candidate is successful with their application. The Learning Support Coordinator will report initial thoughts to the Registrar and the Bursar, if necessary, for their consideration.

A meeting may then be arranged between the parents of the child, the Learning Support Coordinator and the Phase Leader, so that, if necessary, steps to accommodate the needs of the child can be arranged well in advance of admission.

If a pupil is accepted into the School with a known learning difficulty/disability, the School (acting on the advice and guidance of the Learning Support Coordinator) will make reasonable adjustments to meet her needs. The School will agree with the parents/carers how the needs of the pupil can best be met. If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents/carers, the Learning Support Coordinator and the Form Tutor.

Aims and Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To ensure early and earliest identification, assessment and provision for any pupil causing concern
- To recognise and address the needs of all pupils who may have specific learning needs or disabilities, either throughout, or at any time during, their school careers by adopting a positive approach and dismantling misconceptions and fears.
- To empower pupils with knowledge of their own strengths and different learning styles and ensure pupils are actively involved in their learning process
- To increase the self-confidence of pupils and enable them, through support, to optimise their access to the curriculum
- There will be careful assessment and recording of a child's learning needs, strengths and potential, in addition to the action taken and the outcomes
- To identify the roles and responsibilities of staff in providing for the pupils' learning needs

- To ensure that parents are able to play their part in supporting their child's education and that their knowledge, views and experience form a vital part of the partnership
- To provide appropriate material resources, dedicated support and suitable advice to support pupils who have been identified with specific difficulties
- To disseminate information from outside agencies to all staff to ensure they are aware of the pupil's needs

The LE Co-ordinator's role is to take responsibility for:

- Managing the day-to-day operation of the school's Learning Enrichment Policy
- Organising, monitoring and co-ordinating the work of the Learning Enrichment Team
- Analysing assessments throughout the school in order to identify those pupils who may require support
- Attending and contributing to Pupil Progress meetings
- Co-ordinating provision for children with different learning needs
- Overseeing the compilation of all LE Registers
- Ensuring that Individual and Group Support Plans are drawn up for pupils, where necessary
- Compiling, with LE colleagues, end-of-year reports on all girls who attend LE sessions, but do not have ISPs or GSPs
- Encouraging the involvement of parents
- Maintaining and monitoring the records on all pupils in the LE Department
- Monitoring and contributing to the in-service training of staff
- Liaising with external agencies
- The purchasing and organisation of resources for the Learning Enrichment Department
- To ensure plans and schemes of work take into account those pupils with EHC plans

Identification and Assessment of Pupils with Learning Difficulties

As recommended by the Special Needs Code of Practice (September 2014, updated January 2015), Bute House School adopts a graduated response when addressing a pupil's learning difficulty. This approach encompasses an array of teaching strategies and makes full use of all available classroom and school resources before calling upon outside agencies. The LE Coordinator meets annually with the Equal Opportunities group to assess any upcoming needs or changing circumstances that need to be addressed.

The school has links with a number of educational psychologists and other advisers who are able to assist when required. It is the responsibility of parents/carers to engage the services of an external psychologist or other professional and to cover all costs relating to the consultation and report.

The Learning Support Department may provide specific feedback to parents/ carers on any assessments which have been conducted.

School Monitoring

Class and subject teachers monitor the progress of individual pupils in literacy, numeracy and other areas of the curriculum. Formal standardised tests are used as well as on-going informal observations or assessments, depending on the age of the child.

If a child's progress is causing concern the teacher will:

- Review the teaching strategies currently being used and consider the ways in which these might be developed and/or differentiated
- Discuss concerns with the pupil and her parents
- Continue to monitor and review the pupil's progress
- Consult with the LE co-ordinator and/or Learning Enrichment teacher
- Complete a Record of Concern form to detail concern(s)

The Learning Enrichment teacher, who may be the LE Co-ordinator, will:

- Monitor and record progress made by the pupil through liaison with the form/subject teacher
- Offer advice, where necessary, to the form or subject teachers involved
- Liaise with parents, if necessary
- Record the pupil's need on the Monitoring Register

School Action

Following a review of teaching strategies and the monitoring of progress it may be decided that a pupil requires help over and above that which is normally available within the particular class or subject.

The class/subject teacher will:

- Continue to implement differentiated strategies in the classroom
- Work with the LECo or Learning Enrichment teacher to implement an Individual Education or Group Plan, if necessary
- Consider seeking further specialist internal assessments from the school's LECo

The LE Co-ordinator will:

- Oversee identification, referral and assessment of additional needs

- Liaise with Learning Enrichment teachers and form/subject teachers
- Ensure plans and schemes of work take proper account of all pupils with special educational needs
- Ensure that parents are kept informed of all developments
- Where possible, try to ensure that interventions 'additional to' or 'different from' those provided as part of the differentiated curriculum, are implemented
- Ensure that an Individual or Group Education Plan is set up, where necessary
- Ensure that teaching support is offered, where possible, in order to meet the individual needs of pupils (including withdrawn support and/or in-class support)
- Track and monitor pupil progress and review of any action taken. Liaise with Form Teacher, Phase Leader and Assessment Coordinator
- Ensure that relevant advice is offered to form/subject teachers
- Ensure suitable assessment arrangements are made for pupils who may need adaptations to the usual procedures

The LECo may also carry out a broader range of assessments in order to identify more specific areas of strengths and weaknesses.

The expression of concern, the gathering of information, and the registration and consideration of a pupil's learning difficulties, often combine to resolve the problems over a short period of time.

Individual Education Plan (IEP) or Group Education Plan (GEP)

The plan will set out:

- The short term targets set for or with the pupil
- The provision to be put in place
- When the plan is to be reviewed
- Evaluation

Individual and Group Education Plans are reviewed at the end of every term. Parents will receive a copy and a final one, which includes a detailed review, in the overall end of year report.

Occasionally pupils come to Bute House with an **EHC Plans** (Education & Health Care Plans) in place where outside agencies have already been involved. These are now incorporated into Individual Education Plans should be in place for any child with an EHC Plan so that short-term targets can be monitored and evaluated throughout the year.

Advice and/or an assessment may have been requested from/given by one or more of the following:

- Educational Psychologist
- Clinical Psychologist
- Psychiatrist
- Speech and Language Therapist

- Child development Service
- Occupational Therapist
- Optometrist
- Audiologist
- Paediatrician
- GP

The LE Co-ordinator will:

- Liaise with parents/staff about recommendations made by external agencies
- Plan any future interventions for the pupil in discussion with colleagues
- Ensure that an Individual or Group Support Plan is delivered so that targets can be monitored and evaluated throughout the year

Please note, with regard to all the provision contained in this Policy, if we at the School think that more specialist advice is required we will discuss this with a child's parent (or parents) and will ask the parent to pay for such advice. If special educational provision is required (whether as a result of advice or not) which is additional to the school's ordinary mainstream resources, or any form of adjustment is required which it is not reasonable for us to provide, we expect the parent to pay for it or provide it themselves.

If, in the judgment of the Head, the School cannot provide for a pupil's SEN and/or disability after all relevant provision and/or reasonable adjustment has been made (or we have requested it from a parent) the School reserves the right to ask the parent to withdraw their child.

LE Registers

- Registers are kept of all pupils who attend Learning Support sessions in the Learning Enrichment Department.
- In addition a Monitoring register is kept. This lists girls who have experienced difficulties in English or Maths at some point, but not at a level to warrant withdrawal from class. It also includes girls who have been withdrawn previously, but currently do not need support. These girls will be taken off this register when it is agreed there is no longer a cause for concern.

Parental Involvement

- The form/subject teacher or LECo informs parents if their child requires extra support or monitoring.
- Parents have opportunities to meet Learning Enrichment Teachers on request as well as at more formalised Parents' Evenings.

Pupil Involvement

- The pupil's views form an important part of the whole process of meeting her needs. We encourage active participation and try to foster an awareness of how each pupil can work towards improving her skills with our help.

- We encourage pupils to make judgements about their own performances and offer opportunities to put forward their own suggestions for targets, where possible.

The Learning Enrichment Team

The Learning Enrichment team supports pupils in the following ways:

- Individual or group support in the class to ensure full access to the curriculum
- Individual or group support out of the classroom with differentiated materials being used that are closely related to class lessons
- Individual or group support out of the class that addresses more specific learning difficulties/differences

The amount and level of support will vary according to the needs of the pupil at any time in their school career.

The School reserves the right to adjust staffing of the Learning Enrichment Department over time.