

LVS ASCOT

ADDITIONAL LEARNING NEEDS POLICY

This policy is a statement of the aims, principles and strategies for ensuring the effective provision for students with Additional Learning Needs (ALN) in EYF, Junior and Senior Schools at LVS Ascot.

Students have Additional Learning Needs if they have a *learning difficulty or difference* that calls for *special educational provision* to be made for them.

A *learning difficulty or difference* may mean that students:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means (for children aged 2 years and older): educational provision which is additional to or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

[Special Educational Needs Code of Practice, 2001]

1. Vision for Inclusion

All students have the right to a broad and balanced curriculum, relevant and differentiated to develop their abilities and maximise their potential, to provide stimulating, satisfying and progressive educational experiences and to equip them for adult life.

The Governors and staff of LVS Ascot welcome students of all abilities and maintain high expectations of all.

All teachers at LVS Ascot are aware of their role and the responsibility they share for identifying and making effective provision for the additional educational needs of all students.

LVS Ascot believes that families are in partnership with the school in meeting additional and special educational needs and welcomes the full involvement of families and students themselves in the processes of assessing and making effective provision for special educational needs.

Students have the right to sufficient and appropriate resources to meet their educational needs; these resources may be derived from school, local authority, curriculum area funding or other relevant agency.

Communication is recognised by the school as a vital aspect of our response to our students' educational needs. Staff will engage in full communication within the school, with appropriate Local Education Authorities and/or all other agencies involved in meeting students' additional educational needs.

LVS Ascot believes that, alongside their learning, students should receive appropriate support to develop and reinforce their personal confidence and self-esteem.

LVS ASCOT

The Governors and staff of LVS Ascot fully understand that additional educational needs are not static, that students and needs change over time and that all aspects of this ALN Policy require review on an annual basis with appropriate adjustments made.

1.1 Objectives

LVS Ascot's ALN Policy aims to set out our procedures to enable all students with additional educational needs to reach their full potential, to be included fully in the school community and to make a successful transition to adulthood.

The Policy sets out the school's provision for identifying, assessing and meeting additional and special educational needs within the context of the Code of Practice (2001), in order to:

- establish a framework within which students' additional educational needs will be met
- ensure consistency of approach and procedures
- establish clear criteria upon which practice in LVS Ascot may be developed and against which it may be measured.

1.2 Arrangements for co-ordinating Educational Provision for students with ALN

Junior School

The Junior School SENCO is the designated person with responsibility for the management of ALN provision and its resourcing. The Headteacher of the Junior School works closely with the SENCO to ensure that all procedures are followed to the benefit of every student.

The SENCO is responsible for the day-to-day implementation of the provision, including:

- the provision of the 1:1 lessons where necessary
- liaising with, and advising colleagues
- co-ordinating the provision for children with ALN
- overseeing the records of pupils with ALN
- liaising with parents and carers of children with ALN, including House Parents of Bass House if the child is a boarder
- dealing with ALN administration
- liaising with and co-ordinating external agencies
- contributing to the In-service training of staff
- maintaining the Junior School ALN Register
- planning, monitoring and evaluating Individual Education Plan (IEP) targets
- evaluating progress of ALN pupils

Class and subject teachers have responsibility for the children with ALN in their class. We feel that it is vital that pupils with ALN are identified at an early stage. Every teacher is responsible for identifying pupils with ALN. Teachers:

- plan and deliver a differentiated curriculum
- work on IEP targets with the pupil
- provide appropriate learning materials/resources for pupils with ALN so they can fully access the curriculum in class
- collect and gather information

LVS ASCOT

- liaise with parents and carers as appropriate
- attend INSET and training sessions

Teaching Assistants (TAs) and other support staff and colleagues:

- support ALN pupils in the classroom and in smaller groups
- attend INSET and training sessions

TAs who are directly involved with a child or group of children, will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child or children. The teacher will monitor pupils' progress regularly. There is a TA available in each year group.

Senior School

The Head of SEN/EAL is the designated person with responsibility for the management of ALN provision and its resourcing. The Headteacher of the Senior School, members of the SMT and the Head of SEN/EAL work together to ensure that all procedures are followed to the benefit of every student.

The Head of SEN/EAL is responsible for:

- managing 1:1 provision delivered by specialist teaching team
- managing in-class support provided by SEN Learning Support Assistants (LSAs)
- advising on the ALN requirements of prospective new students
- delivering induction training to new members of staff
- promoting social inclusion and liaising with/advising colleagues
- co-ordinating the provision for children with ALN
- overseeing the records of pupils with ALN
- liaising with parents and carers of children with ALN, including House Parents of boarding pupils
- dealing with ALN administration
- managing Annual Review processes for students with a Statement of SEN
- liaising with and co-ordinating external agencies
- attending subject department meetings
- contributing to the in-service training of staff, as appropriate
- maintaining the Senior School and Sixth Form ALN Registers
- planning/monitoring and evaluating IEP targets
- evaluating progress of ALN pupils

Senior School tutors and Subject teachers have responsibility for the children with ALN in their class. We feel that it is vital that students with ALN are identified at an early stage. Every teacher is responsible for identifying students with ALN. Teachers and tutors:

- plan and deliver a differentiated curriculum
- liaise with Head of SEN/EAL with any queries/concerns about specific students
- provide appropriate learning materials/resources for pupils with ALN so they can fully access the curriculum in class
- collect and gather information
- liaise with parents and carers as appropriate
- attend INSET and training sessions

Support staff and colleagues:

- support ALN pupils in the classroom and in smaller groups
- attend INSET and training sessions

LVS ASCOT

LSAs who are directly involved with a student or group of students, will liaise with the tutor, subject teacher and Head of SEN/EAL in order to plan for, and meet the needs of the individual or group. Teachers will monitor pupils' progress regularly. Children with Statements of Special Educational Needs may have named LSA support.

1.3 Arrangements for admission of students with ALN

All prospective students with ALN are considered by the Headteachers of LVS Junior and Senior Schools, the SMT and the Head of SEN/EAL. The SEN Governor is informed of the number of new students with Statements of SEN. LVS Ascot is a non-selective school with students across the ability range, all of whom access a broad and balanced curriculum. The staff within the SEN teams have the knowledge, skills and experience to meet the needs of various ALN requirements and each application is given individual consideration. Specialist 1:1 teaching for students with specific learning difficulties/dyslexia and dyscalculia can be provided alongside LSA support in-class. LVS Ascot is not a Special School; however, we have experience in meeting various types of educational need as indicated in the Code of Practice, namely, students with dyspraxia, with autistic spectrum conditions (ASC), with visual and/or hearing impairments, and a range of needs which may involve behavioural, emotional and social support and provision.

The Governors of LVS Ascot will ensure that students with additional learning needs join in the activities of the school with other students, so far as is reasonably practical and compatible with students receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources.

1.3.1 Transition (Year 6 into Year 7)

The Junior School SENCO is in close contact with the Head of SEN/EAL to ensure that Year 6 children experience a smooth transition into the Senior School. Each student and their specific needs are discussed and all relevant records and IEPs are transferred.

The Head of SEN/EAL visits feeder primary/preparatory schools in order to develop and maintain effective communication over prospective students. All information from schools, parents and external agencies is gathered, collated and disseminated in the SEN register for the Autumn term of joining.

1.3.2 Students with a Statement of SEN

The Registrar will invite parents of prospective students with a Statement of SEN to contact the Head of SEN/EAL. LVS Ascot will consider the Statement and whether its aims and objectives can be met by the educational provision we deliver. Each application is considered on an individual basis. Provision must also be compatible with the needs of those students already attending or due to attend. If an offer of a place is made, special arrangements/visits will be provided for the student with a Statement of SEN, and all Statutory procedures will be followed. Wherever possible, the Head of SEN/EAL will attend the Year 6 Annual Review.

LVS ASCOT

2. Identification, Assessment and Provision for all students with ALN

2.1 Identification and Assessment

Children new to LVS Ascot Junior School are monitored by their classroom teacher, who liaises with the SENCO. In the Senior School, tutors and/or subject teachers will liaise with the Head of SEN/EAL. Parents are consulted and permission gained for further investigation, which may involve observational records or diagnostic assessment. Assessments may be made either by specialist teachers within the school or by an Educational Psychologist who visits the school.

LVS Junior School currently administers CAT tests to all Year 4 pupils and to children who have joined the school in Years 5 and 6. The SENCO and class teachers analyse the CAT scores to identify any pupil whose scores indicate they may need further investigation. Twice yearly assessments in English and Maths also give valuable information regarding the student's progress. Children's Individual Education Plans are reviewed twice a year through consultation between the class teacher, SENCO, TA and any involved agencies. The school reviews, extends and updates targets as necessary.

LVS Senior School currently administers screening assessments at Years 7 and 10 respectively. Scores are analysed to identify any discrepancies in which may indicate that further investigation (diagnostic assessment) is required. Interim reports across the subjects give valuable information regarding the student's progress. This is complemented by qualitative observational records from tutors, subject teachers and Heads of House.

The school discipline policy for all students and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

Identification of students with special educational needs conforms to the graduated approach, which is set out in the revised Code of Practice 2001.

School Action:

Assessment is the responsibility of the SENCO, who will keep records and arrange reviews as necessary. IEPs, where in place, are reviewed twice yearly.

School Action Plus:

Students identified needs have resulted in 1:1 provision and/or assessment is made in consultation with an outside agency (e.g. Educational Psychologist, CAMHs, Speech and Language Therapist, Occupational Therapist), which will also be involved in reviewing progress. IEPs will be reviewed twice yearly.

Statement:

Statements of SEN are reviewed formally on an annual basis. Reports are collected and collated, and the school is responsible for organising and holding a review meeting under the terms of the Code of Practice. IEPs of students with Statements are reviewed termly.

2.2 Provision for students with ALN

Students within LVS Junior School benefit from classroom teaching which is supported by TAs across the subjects. There is 1:1 specialist teaching provision which is identified,

LVS ASCOT

delivered and evaluated by the Junior School SENCO. This 1:1 provision incurs an additional fee to parents.

Within LVS Senior School, students may be offered 1:1 provision by a team of specialist teachers, or LSA support within class. This in-class supported learning is delivered using a personalised approach: the aim is for the student to take responsibility for their own learning, and to foster independence. In-class support may be required for specific subjects. Provision is monitored closely and adjusted, after discussion with parents/carers. The 1:1 provision and in-class LSA support incur additional fees.

Gifted and Talented provision is co-ordinated by the Director of Studies who supports tutors, Heads of House, curriculum and year teams in identifying students who demonstrate particular ability in subject areas, creative activities, sporting activities and leadership and organisation. Appropriate provision is made in curricular and extra-curricular activities.

2.3 Arrangements for considering complaints about special educational provision

Parents are encouraged to express their concerns to the class teacher (Junior School) or tutor (Senior School) in the first instance. The class teacher/tutor will refer concerns to the SENCO or the Head of SEN/EAL, who will contact the parents and take action.

If parents do not feel satisfied, their concerns may be passed to either the Head of Junior School or the Deputy Head – Academic. There will be liaison with the school's Senior Management Team, and the SEN Governor, as appropriate.

3. Information about the school's staffing policies and partnership with bodies outside the school

3.1 In-service training for Staff

Arrangements for in-service training in SEN are consistent with school INSET policy. Whole staff training is dependent upon identified needs. Individual needs may be discussed with the school's INSET co-ordinator and appropriate training arranged. Notice of courses sent to the school is displayed in the staffroom and circulated to SEN team members.

The Junior School SENCO and Head of SEN/EAL, and SEN team members (Senior School) all attend in-service training sessions and additional courses and conferences as appropriate. Staff are encouraged to attend all relevant INSET. The SEN team, individually and collectively, offers in-service training to colleagues, according to their own specialism and the needs of the staff. In the Junior School the SENCO organises training for teaching staff and TAs on: the role of the Teaching Assistant (Structured Spelling); intervention programmes (Reading/Spelling pack); reading support; handwriting.

3.2 The role played by parents/carers

Parents are encouraged to communicate information of any possible SEN on admission.

If concerns arise after admission these should be brought to the attention of the class teacher (Junior School) or tutor (Senior School). These concerns will be referred to the Junior School SENCO or to the Head of SEN/EAL who will then contact the parents to discuss their concerns.

LVS ASCOT

It is essential that the school and parents maintain regular contact at each stage of assessment so that parents are fully informed and fully aware of the student's needs and the provision which the school is making.

Parents will receive copies of IEPs, where these are in place, and will contribute to the reviews.

The Junior School SENCO and the Head of SEN/EAL are in regular contact with parents, and are available, by appointment, to meet with parents. They attend Parents' Consultation Meetings to discuss any concerns and to review progress.

If parents of external primary school students intending to transfer to LVS Ascot for Year 7 feel that their son/daughter has particular needs, they are encouraged to make contact with the Head of SEN/EAL at the Year 6 or Year 5 stage.

3.3 Links with health and social services, educational welfare services and any voluntary association

There is regular liaison between the SEN team and the School Nurse at the School Medical Centre. Where appropriate, there is direct contact with Local Authority Social Services Departments, with Educational Welfare and appropriate voluntary organisations, institutions, and parent support and information groups.

4. Arrangements for monitoring the effectiveness of the ALN Policy

The effectiveness of the ALN Policy is monitored by:

- Annual Report to Governors
- GCSE and AS/A2 results
- Routine screening tests (see 2.1)
- Parents' Consultation meetings/evenings
- Annual Reviews
- IEP reviews
- School interim progress checks, profiles and reports
- School commendation system
- School sanctions including report cards, detentions, exclusions
- Informal feedback

Reviewed ***January 2012***

Reviewed by ***C Cunniffe/H Donnelly***

This policy must be reviewed no later than: January 2013