

# 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 the Infant and Junior School (including EYFS) and the Senior School at LVS Ascot. ALN at LVS Ascot includes provision for students with either Special Educational Needs and Disabilities (SEN) and/or English as an Additional Language (EAL).

Students have SEN 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

*Special educational provision* means (for children aged 2 years and older):

is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

[Special Educational Needs Code of Practice, 2014]

### 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

# LVS ASCOT

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. This support is also designed to ensure students are prepared for life in British society.

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 SEN Policy require review on an annual basis with appropriate adjustments made.

## 1.1 Objectives

LVS Ascot's SEN 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 shows the school's provision for identifying, assessing and meeting additional and special educational needs within the context of the Code of Practice (2014), 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.

The purpose of our specialist EAL tuition is to provide the necessary teaching and learning for speakers of other languages to enable them to develop the language skills required to access fully the school curriculum, and to function on a day to day basis. We value the diversity of students' race, culture, religion and gender, and utilise this individuality as a foundation from which to develop caring confident citizens of the future.

## 1.2 Arrangements for co-ordinating Educational Provision for students with SEN

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

The Heads of EAL and Head of SEN are responsible for:

- managing 1:1 provision delivered by specialist teaching teams (both SEN and EAL)
- managing in-class support provided by 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/guardians/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/EHCP
- liaising with and co-ordinating external agencies
- attending subject department meetings
- contributing to the in-service training of staff, as appropriate

## LVS ASCOT

- maintaining the Senior School and Sixth Form ALN Registers
- planning/monitoring and evaluating IEP targets
- evaluating progress of ALN pupils

Junior School class teachers, 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
- familiarise themselves with the SEN and EAL needs of their students
- liaise with Head of ALN with any queries/concerns about specific students
- provide appropriate learning materials/resources for pupils with ALN so that they can fully access the curriculum in class
- collect and gather information
- liaise with parents and carers as appropriate
- attend INSET and training sessions

Learning Support Assistants (LSAs) in the Junior and Senior Schools:

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

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

### 1.3 Arrangements for admission of students with ALN

All prospective students with ALN are considered by the Principal of LVS Ascot, the SMT and the Head of ALN. The SEN Governor is informed of the number of new students with Statements of SEN/EHCPs. 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 and EAL teams has the knowledge, skills and experience to meet the needs of various ALN requirements, and each prospective student application is given individual consideration. Specialist SEN 1:1 teaching for students with specific learning difference/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 Senior Master of the Junior School is in close contact with the Head of SEN 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.

# LVS ASCOT

The Head of SEN visits feeder primary/preparatory schools, as appropriate, 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/EHCP**

The Registrar will invite parents of prospective students with a Statement of SEN/EHCP to contact the Head of SEN. LVS Ascot will consider the Statement/EHCP 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/EHCP, and all Statutory procedures will be followed. Wherever possible, the Head of SEN will attend the Year 6 Annual Review.

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

### **2.1 Identification and Assessment**

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

The LVS Infant and Junior School currently administers cognitive screening tests to all year groups, and class teachers analyse the data 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.

LVS Senior School currently administers screening assessments at Years 7 and 10 respectively. Scores are analysed to identify any discrepancies 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, House Masters/Mistresses and Heads of Year.

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.

### **SEN Support:**

This replaced the school action plus and school action categories from the 2001 Code of Practice and identification and assessment is the joint responsibility of class teachers/tutors and the Head of SEN, who will keep records and arrange reviews as necessary.

# LVS ASCOT

Some students identified needs will have resulted in 1:1 provision and/or assessment which may be 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, where in place, will be reviewed twice yearly.

## **Statement/Education Health Care Plan EHCP:**

Statutory Statements of SEN/EHCPs 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/EHCPs are reviewed termly.

Assessment for students with EAL takes place during their first half-term at school. Assessment is made both formally and informally. It is important to wait until students have recovered from 'culture shock' and have settled into their new environment before making long term plans for them. Assessments are made according to Common European Framework (CEF) guidelines (**Appendix 1**). Students with EAL specialist teaching provision will have an IEP drawn up: this will be evaluated and updated in the spring term, or as needed.

## **2.2 Provision for students with ALN**

Students within the LVS Infant and Junior School benefit from a dedicated SEN teacher, along with classroom teaching which is supported by TAs across the subjects. In both the Infant and Junior School and Senior School, there is 1:1 specialist teaching provision and group teaching available for either EAL or SEN. This 1:1 provision incurs an additional fee to parents.

When support in class is required, this may be delivered by an LSA. This 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.

Within EAL specialist 1:1 provision and group, teachers are able to provide support to students with mainstream subjects. Liaison occurs between the EAL teacher, the tutor, and subject teachers. When appropriate, students begin preparation for internationally recognised English Language examinations, in order to provide them with the necessary qualifications to progress their education (e.g. IELTS for entry into UK Universities).

Most Able (Able, Gifted and Talented) student provision is co-ordinated by the Deputy Head of Teaching and Learning 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. These will be referred on to the Heads of EAL and/or SEN, who will contact the parents/guardians/carers and take action.

# LVS ASCOT

If parents do not feel satisfied, their concerns may be passed to the Principal of LVS. 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 and EAL 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 ALN team members.

Staff within the ALN Department all attend in-service training sessions and additional courses and conferences as appropriate. Staff are encouraged to attend all relevant INSET. The ALN team, individually and collectively, offers in-service training to colleagues, according to their own specialism and the needs of the staff.

### **3.2 The role played by parents/carers**

Parents are asked to communicate information of any possible ALN on registration. This includes SEN, EAL and Most Able student previous provision and/or outside agency reports.

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

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 of children with SEN will receive copies of IEPs, where these are in place, and will be invited to contribute to the reviews.

The Head of SEN is in regular contact with parents, is available, by appointment, to meet with parents and to review progress and attends Parents' Consultation Meetings and Saturday Tours to discuss any concerns.

If parents of external primary school students intending to transfer to LVS Ascot for Year 7 or Year 9 feel that their son/daughter has particular needs, they are encouraged to make contact with the Head of SEN at the Year 6 or Year 8 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.

# LVS ASCOT

## 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

**Last reviewed:** 04.10.2018  
**Reviewed by:** Bryan Padrick  
**Review no later than:** 04.10.2019

# LVS ASCOT

## Appendix 1

<b>Common European Framework Levels</b>	<b>Descriptors (Common European Framework 3.2)</b>	<b>International qualification</b>	<b>Mainstream</b>
<b>A1 Basic User – breakthrough</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	<b>KET</b>	
<b>A2 Basic User – waystage</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	<b>PET</b>	
<b>B1 Independent User - threshold</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	<b>PET merit</b>	
<b>B2 Independent User - vantage</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages/ disadvantages of various options.	<b>FCE IELTs TOEFL (US)</b>	<b>IGCSE EAL</b>
<b>C1 Proficient User -Effective operational proficiency</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	<b>CAE</b>	
<b>C2 Proficient User -Mastery</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations	<b>Proficiency</b>	