

Support for Learning Policy (Infant and Junior School)

Support for Learning Policy

THIS POLICY RELATES TO ALL INFANT AND JUNIOR PUPILS INCLUDING THOSE IN EYFS

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1. Rationale

Nottingham High School is an academically selective independent day school for pupils aged 4 to 18. We have high aspirations and expectations, and want all pupils to feel that they are a valued part of our school community. As part of our commitment to help every child realise their full potential, we recognise that children have different needs at different times. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil. It is the collective responsibility of teachers within school to address those needs and provide for them through high quality teaching and differentiation.

We ensure that parents are contacted if we feel a pupil is not reaching their potential.

The school will have regard to the Special Educational Needs Code of Practice: 0 to 25 years, when carrying out its duties to support children with Special Educational Needs and Disabilities. The Governing Body asks one Governor to take particular interest in SEND issues, currently this is Mr Peter Munro; who takes a strategic overview of provision.

2. Objectives

We aim to offer excellence and choice to all our pupils. Pupils with SEN and SEND have an entitlement to a broad and balanced curriculum, which is differentiated, to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- help the pupil to become an efficient and effective learner through the process of self – awareness
- highlight what pupils can do, not what they can't do
- develop self esteem

3. Responsibility

Provision for children with learning differences/difficulties is a matter for the school as a whole. Identification of pupils is through assessments, teachers, parents or the pupils themselves. Cooperation and information sharing, is vital when considering a pupil who is causing concern. The graduated response of assess, plan, do and review, is at the heart of our whole school approach.

- Assessment is regarded as an integrated process. Baseline tests are carried out at the start of each academic year in the Infant and Junior School and relevant information and data is put on our tracking system. Pupils who have lower standardised scores than expected are identified

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and discussions take place with the relevant teachers. There may be further discussion in IJS management meetings. Continued

concern will lead to consultation with parents and graduated support being offered within school and from outside agencies, if appropriate.

- The Support for Learning Co-ordinator collates concern/s and evidence and suggests reasonable adjustments, to accommodate the needs of the individual in lessons. Concerns can be wide ranging; health, welfare, behaviour, progress in learning or any other aspect of their wellbeing. We always aim to start from what we know about the pupil. An aide memoire grid has been created this year, which is colour coded: purple for SEND, magenta for monitor and green for EAL. The grid is laminated and shared with staff in the Junior School and Lovell House. It is a quick reference guide which has been well received. The grid is updated each term with due care to GDPR.
- In the Infant and Junior School pupils with an Educational Psychologist's report will have a Pupil Passport as a means of initiating a positive dialogue to support learning and teaching. An Individual Education Plan (IEP) targeting the recommendations made, how progress will be tracked and monitored is shared with the pupil, their parents and staff. During lockdown targets have been maintained for longer than one term.

4. The role of the Support for Learning Co-ordinator:

- To co-ordinate provision for pupils with SEN & SEND and those who exceed expectation.
- To note and monitor progress of pupils with SEN & SEND along with our most able pupils.
- To liaise with and advise fellow teachers.
- To plan and implement strategies for support following an external assessment.
- To maintain records.
- To liaise with parents. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and how best to support them.
- To seek and respond to the views of our pupils, at all stages, so that they can contribute to the assessment of their needs.
- To liaise with the examinations officer to ensure that access arrangements are in place, as appropriate.

5. Assessment

The Junior section of the Infant and Junior School uses the Dyslexia Screening Test (DST) to measure performance on a specific range of tasks. It provides quantitative comparative data which provides a

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profile of strengths and weaknesses, which allow us to check how a pupil is developing in comparison with children of the same age. The infant section uses PREST and DEST.

The special educational needs of pupils within the school may be known before they start or may become apparent at any other time. Medical information relevant to pupils' learning is passed on to teaching staff by the school nurse.

Members of staff are responsible for stretching able pupils. Differentiation within the classroom and extra-curricular activities offer opportunities for a broad education.

6. English as an Additional Language

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

The Support Grid indicates pupils who speak/understand a second language and for the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

- Level 1: silent period/beginner learner
- Level 2: basic interpersonal skills (BICS)
- Level 3: socially competent and starting to communicate more efficiently in an academic setting
- Level 4: satisfactory levels of English, but language may still be a barrier to achievement in some areas of the curriculum
- Level 5: cognitive academic language proficiency (CALP) The level of English is no barrier to achievement

Our School environment promotes language development and our overall ethos helps pupils to integrate and thrive whilst appreciating their own cultural uniqueness. We have a 'Welcome Wall' in school which celebrates the different languages spoken or understood by our pupils.

Identification of a need may come from a Form Teacher speaking to a pupil, information from a previous school or setting and in future years from information gathered on the application form. This will be stored on ISAMS.

Once an EAL pupil has been identified as being in need of additional support the Learning Support Co-ordinator will discuss with pupil, parents and staff what action needs to be taken. This may include the use of an EAL Individual Education Plan and one to one support sessions with the Learning Support Co-

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ordinator or the provision of multi-lingual resources to ensure that a pupil is able to access the breadth of the curriculum and maximise learning.

7. Monitoring and Evaluation of Academic Progress and Pastoral Welfare

Meetings are held between the Support for Learning Co-ordinator at the Senior School and the Coordinator at the Infant and Junior School. Both Co-ordinators meet regularly with Senior Management. During the academic year 2020-21 the Junior School Support for Learning Co-ordinator has continued to offer support to Senior School Students, working closely with the Senior School Support for Learning Co-ordinator.

The Support for learning Co-ordinator works closely with the Deputy Head Academic to ensure that access arrangements are in place for internal assessments as well as the assessment for entry to the Senior School. This year we had three pupils who used their laptops in the written component of the entrance process.

Academic progress and pastoral issues for pupils receiving support are monitored through:

- Assessment Data
- Interim grades
- School reports
- Teacher Observations and ongoing assessment.
- Parental contact

Parents are welcome to contact the Learning Support Co-ordinator if they have any issues they wish to discuss regarding their child's progress. Parents and pupils are encouraged; to share any concerns or worries, at any time, with the Support Co-ordinator, Class Teacher, Form Teacher, Subject Teacher or a member of SMT.

Should a parent/guardian feel that inappropriate provision is being provided the issue should be raised with the Learning Support Co-ordinator, Head of Key Stage or Deputy Head Academic.

8. Learning Support during Remote Learning

During a period of Remote Learning 1:1 support would continue online. Each identified SEND pupil would be assigned a Google Support Class, which their form teacher and parents would also have access to. Where possible weekly sessions with the Learning Support co-ordinator would continue via Google Meet. Support would also be available to the wider pupils and staff body via online 'Learning Support Surgeries'. A Google Classroom has been set up for all teaching staff to share information and resources, ranging from ADHD to bereavement and wellbeing.

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May 2021

Date of next review = May 2022