



# Abbots Bromley School

## 1.6 POLICY ON LEARNING ENRICHMENT AND SUPPORT (SEN)

1Statutory Policies	<b>1.6 Learning Enrichment and Support</b>
ISI	A2
NMS (April 15)	n/a
Author Led	Principal/LES Co
Date of Review	March 17
Next Review	Lent 2018
Comment	Annual Review
Website	Yes

**This is a whole school policy, including EYFS pupils.**

## **Introduction**

Abbots Bromley School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and welfare of every pupil matters.

Potentially any pupil in the school may require LES support at some stage in their schooling. The school aims to deliver this support within a secure and homely environment, designed to reduce anxiety and develop positive learning.

Abbots Bromley School supports pupils with specific learning difficulties ranging from dyslexia, dyscalculia, dyspraxia, autistic spectrum disorder/ condition and global developmental delay. It supports both pupils who have a Health Care Plan and those who have reports from a Specialist Teacher or Educational Psychologist. We also run a Gifted and Talented programme throughout the school. Pupils may be identified as being academically gifted in certain areas or have particular talents in dance, riding, music, art or sport.

This policy has been written with regard to Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014)*, although many of the requirements do not have direct application to Independent Schools, apart from in EYFS.

## **Identification of Learning Difficulties and Referral:**

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Pupils with SEN are referred by parents, teachers or the pupils themselves and are screened by a Specialist Teacher. If necessary a referral is made for further assessment by an Educational Psychologist or specialist unit such as Midland Psychology. We also support referrals for statutory assessments by the Local Authority.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the LESCo, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) there will be no delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

## **Provision:**

a. School evaluates the effectiveness of its provision of pupils with SEN by regular IEPs which implement short term and long term targets, success criteria and evaluations.

b. Pupils with SEN are assessed by either an Ed Psych or Specialist Teacher and progress is reviewed through further assessment, IEPs and liaison with pupils, parents and subject teachers.

c. The standard of achievement of individual pupils is monitored through:

- Teacher observation and marking of daily work:
- Assessment records of reading, spelling, maths and science

- Screening of pupils on Register by LESCOs to monitor progress and identify additional requirements for support
- Tracking pupils progress in light of:  
PIPS/CAT testing/results in Prep School  
MIDYIS/YELLIS/ALIS testing/results in senior school

d. Appropriate provision will be made for pupils who need to use aids or adapted equipment to allow access to a full curriculum.

e. The School's approach to teaching pupils with SEN is to differentiate to their individual needs in the classroom environment. All pupils with SEN have full access to the curriculum and to extra- curricular/ enrichment activities.

f. Staff at Abbots Bromley School can adapt the curriculum to meet the pupil's needs, such as tailor making their timetable to study one rather than two languages.

g. Additional support is available to pupils with SEN with a Specialist Teacher. An IEP is devised and support such as 1-1 cumulative, multi- sensory literacy programmes or support for a range of study skills.

h. Pupils with SEN are able to have access to a wide range of extra- curricular activities such as dance, equestrian etc.

i. Abbots Bromley School also provides support for improving emotional and social development of pupils with SEN and these programmes are incorporated into their IEP. Liaison and support is also offered by outside agencies such as Autism Outreach and an independent school counsellor. The school's Pastoral and Safeguarding Team monitors the wellbeing of all pupils.

#### **Staff:**

1. SEN Coordinator – Learning Enrichment Support Coordinator for Senior School Ursula Griffiths. LES Coordinator for Prep School, Melissa Swinnerton.  
Ursula Griffiths BA (Hons) Diploma in Teaching Specific Learning Difficulties AMBDA also holds qualifications in counselling and psychotherapy. Experienced with working with adults and children in the field of specific learning difficulties.
2. Melissa Swinnerton has a BA (Hons) PGCE and holds a Diploma in Specific Learning Difficulties/ Dyslexia and Certificate in the provision of Special Educational Needs. Based in the Prep School she is also responsible for children in the EYFS.

Additionally we have experienced TAs specialising in autism and specific learning difficulties. The Specialist Teacher is responsible for training subject teachers and they have received in house training from outside agencies such as Autism Outreach.

#### **Equipment and Facilities.**

Nurture/ support room within Senior School. Specialist software equipment to support students with literacy/ numeracy difficulties. The use of particular schemes, such as Active Literacy, to support particular needs.

#### **Involvement of Parents and Pupils.**

Regular contact with parents of pupils with SEN is maintained through regular consultation regarding IEPs and at review meetings. Parents are encouraged to be involved in their child's education plan.

Young people with SEN are also involved in planning their termly support and devising targets for their IEP. They also get to discuss their education through consultation with staff.

#### **Arrangements made by governing body relating to the treatment of complaints:**

The governing body supports the involvement of other health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting families of such pupils. There is a link Governor for pastoral matters which also includes LES. All parents are aware of the school's complaints procedure.

**The school's arrangements for supporting pupils for SEN in transferring between phases of education or in preparing for adulthood and independent living:**

The EYFS pupils are fully integrated into the Pre-Prep area, making transition easier. Good liaison between the Prep School and the Senior School in the transition of year 6 pupils into year 7. Now the schools are on the same site, it means that year 6 pupils are now easily accessing classrooms on the Senior School site which makes for an easier transition. During the final Prep year, the Senior School SENCo becomes more involved with the pupils ensuring a smooth transition for pupils with identified needs. The Senior School has discussions and provides advice and support for pupils entering Further and Higher Education.

**The "Local Offer"**

As an Independent School which is not named as an approved setting in Section 41 of the Children and Families Act, there is no requirement to publish the Local Authority's 'Local Offer' on our website. We do, however, have pupils who have had a statutory assessment and we work closely with the LA in these situations.