



# Elstree School

Including all of the Pre-Prep Department and Early Years  
Foundation Stage

## **Special Education Needs and/or Disabilities Policy and EAL Policy**

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## 1. Introduction

The standards of practice we seek to attain are concurrent with those set out in the Code of Practice on Special Educational Needs, July 2014, published September 2014, revised January 2015, valid from 1st April 2015 (The Code) and Children and Families Act 2014 with particular regard to Elstree and Home Farm's specific needs.

## 2. Aims

- All pupils with Special Educational Needs and/or Disabilities (SEN/D) must have their needs addressed.
- All pupils with SEN/D must be identified at the earliest opportunity, assessed, and with agreement from parents, sent on for further assessment by an Educational Psychologist, or other specialist, if necessary.
- Each pupil must be taught according to his/her special needs and be assisted in regaining his/her self-confidence by providing a programme that enables them to achieve and experience success.
- There should be regular recording of a child's SEN/D, the action taken and the outcome.
- Information arising from the child's previous educational experience should be used to provide starting points for the development of an appropriate curriculum for the child.
- To anticipate barriers that a pupil will face and by making reasonable adjustments to remove or minimise them.
- To listen to the pupil in order to better understand what may constitute a barrier for them and what methods they find effective enabling them to access the curriculum.
- To inform the child's parents that special educational provision is being made for the child and gains their permission that this should be carried out.
- To ensure that on-going observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- To improve the understanding of, and co-operation with, parents of pupils with SEN/D.
- To ensure that staff are aware that all pupils with Special Educational Needs and/or Disabilities are the shared responsibility of all.
- To continually develop an understanding and awareness of all staff in order to maintain this whole-school approach.

The principles set out in this policy document will be elaborated upon in the Special Educational Needs and/or Disabilities policy *'Implementation of the Code of Practice for Special Educational Needs at Elstree School'*.

The aims and ethos outlined here will be taken as read by each member of the Learning Support team who will be expected to adhere to these in their role as teachers of pupils with Special Educational Needs and/or Disabilities.

Implementation of the Code of Practice for Special Educational Needs and/or Disabilities at Elstree School

The following document follows the Headings used in the *'Code of Practice for Special Educational Needs, 2015'*, DfES, *'Children and Families Act 2014'* as closely as possible, and where applicable to Elstree School.

### **3. Definition of Special Educational Needs and/or Disabilities at Elstree**

**Children have Special Educational Needs and/or Disabilities if they have a *learning difficulty which calls for special educational provision to be made for them.*** At Elstree this special educational provision is known as Learning Support (and will be referred to as such throughout this document, and often abbreviated to 'LS') – and can include provision within the classroom and/or within the Department.

Children are not regarded as having a learning difficulty at Elstree because their first language is not English.

For administrative purposes, however, the EAL teacher liaises with Learning Support and shares accommodation space for filing and resources.

Learning Support gives support and help to the part-time EAL teacher.

### **4. Current Members of Learning Support**

Mrs. G. Tilley Dip R.S.A. Sp.L.D. T.E.F.L (**Head of Department**), Gill (GT)

Mrs D. Preston BA Ed Debbie(DP)

Mrs D French BA, P.G.C.E. T.E.F..L, Diana (DF)

Mrs K. Wyrley-Birch Cert level 5 OCR SpLD Kim (KWB)

Mrs F Gray Cert level 5 OCR SpLD, Fiona (FG)

***Governor with special responsibility for Learning Support to be appointed in March 2016***

### **5. Provision**

Teaching in Learning Support is offered to any boy deemed to have Special Educational Needs and/or Disabilities (SEN/D). A specialist teacher gives lessons on a one-to-one basis, (occasionally in groups, if appropriate). The Learning Support team consists of 5 teachers with the appropriate training. They are all dyslexia specialists. The Head of Department has additional training in Study Skills and Dyscalculia. Two teachers also specialise in Learning Support in Maths and have attended appropriate courses for this. One teacher works with EAL pupils in conjunction with her Learning Support pupils. One member teaches both at Home Farm and Elstree. The teaching takes place on Mondays – Fridays from 0815 to 1800. Lessons cover a 35 minute period at Elstree and 30 minutes at Home Farm. Some pupils are taken out of lessons. Teaching and assessing are carried out in The Sunley Rooms, situated in the Learning Development Department. The rooms are provided with computers and printers, tablets and white boards.

Parents pay for all lessons. A list of these lessons is presented to the Bursar. The school provides folders, exercise books and paper as well as index boxes, speed sound packs and most extra items. *Where appropriate pupils receive Additional Tuition Support Sessions by Gap Student and supervised Learning Support Teachers. These are in addition to their Learning Support lessons and are generally not charged to the parents.*

### **6. Identification**

Learning Support recognises the importance of early identification, assessment and provision for any child who may have Special Educational Needs and/or Disabilities (SEN/D). The earlier action is taken, the more responsive the child is likely to be, and the more benefit to his self-esteem it is likely to give. With this in mind, Learning Support scrutinizes the INCAS scores and if felt necessary, completes further testing.

To ensure the on-going identification of pupils with SEN at Elstree there is a continual dialogue and watching brief kept within Common Room. In addition to this a programme of screening tests throughout the year groups has been initiated.

The school is also open and responsive to expressions of concern by parents and passes on to Learning Support any information that parents provide about their child.

## **7. English as an Additional Language (EAL)**

The identification and assessment of the special educational needs of children whose first language is not English requires special care. The school does not equate a pupil's lack of competence in English with learning difficulties. All aspects of a child's performance in different subjects in the classroom are discussed between the pupil's EAL teacher, his form tutor, his subject teachers and Learning Support, to ascertain if any reported problems are due to limitations in the pupil's command of the language or arise from SEN/D. Discussions with parents also take place to discover if similar problems manifest themselves in the mother tongue. In the light of all the information, and with agreement from the parents, an Educational Psychologist may be asked to make a report on the child. If necessary, Learning Support will teach the child in conjunction with his EAL teacher.

## **8. National Curriculum**

Learning Support aims to help every child access the Curriculum as it applies to Elstree.

In order to achieve this, it is important that all members of Common Room are aware of Specific Learning Difficulties (SpLD) and the ramifications these can have for a child in the classroom. Indeed the ethos of the school is one of increasing the understanding of, and support for, the child with SEN/D and this is largely achieved through dialogue between the teachers of Learning Support and Common Room. It is also essential that all members of Common Room are aware which pupils have SEN/D, and to this end, Learning Support keeps an up-to-date register on the database. In order to help members of Common Room recognise the specific strengths and weaknesses of the pupils with SEN/D, Learning Support teachers summarise all EP reports to make them more teacher-friendly. In order to help members of Common Room differentiate for the Learning Support pupils in the classroom, the department places all information on the intranet.

## **9. Graduated Response**

The action and intervention given by Learning Support to any individual child is designed to help the child towards independent learning. Learning Support usually gives 1 or 2 literacy lessons per week to a boy with SEN/D, but in exceptional cases it has been increased to 3. Some pupils receive one or two numeracy lesson as well as 2 literacy lessons, whilst others only need one lesson per week of either literacy or numeracy, and others will need a course of a few lessons only. In exceptional cases, it is deemed best for a boy to discontinue Latin lessons and substitute additional Learning Support lessons. Some pupils only need additional help with Study Skills. The duration of time that a boy continues to have lessons in Learning Support is under constant review. LS lessons may be discontinued or reduced in number once a child has made sufficient progress. Learning Support endeavours to ensure that the provision for a child with SEN/D matches the nature of their needs. Great regard is given to recommendations made by Educational Psychologists (EPs) or other experts, as well as the assessments made within the department, or from referrals by previous schools.

## **10. Record Keeping**

The Head of Learning Support has the responsibility for ensuring that the records of individual children are properly kept and available as needed. She is helped in this duty by the LS tutors of these pupils.

The main records are kept in files in the locked filing cabinet in Learning Support.

They include:-

- EP's report
- Summary of EP's report
- Hard copies of all relevant emails.
- Individual Pupil Termly Pupil Passport
- Information is also entered on the Intranet and is readily available to all staff. This includes:-
- Summary of EP's report
- Individual Pupil Termly Pupil Passport
- Attainment sheet recording Reading and Spelling scores, on a cumulative basis.
- Learning Styles

In addition to the records kept in the Learning Development Department, the original copy of the pupil's EP's report, together with the Summary, is kept in the School Office.

*All information is deemed confidential and treated as such by members of staff.*

## **11. Working with other Providers of Support**

Many children with Special Educational Needs and/or Disabilities have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. Learning Support will liaise closely with other professionals advising support programmes for an individual boy. This may include –

- Educational Psychologists
- Optometrists
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Therapists
- Paediatricians
- Perceptual Therapists
- Child Psychiatrists

## **12. The Role of the Head of Learning Support.**

- Maintaining the school's SEN/D register
- Over-seeing the day-to-day operation of the school's SEN/D policy, and its strategic development
- Leading and managing the Learning Support specialist teachers
- Liaising with, and advising, colleagues in Common Room, including peripatetic
- Managing any teaching assistants (LS Classroom Assistants, Gappers and volunteers)
- Ensuring adequate communication with, and involvement of, parents
- Overseeing the records for all pupils with SEN/D
- Contributing to department training
- Contributing to in-service training in wider school context
- Liaising with external professionals
- Developing the department's, and school's awareness, and implementation of, the SEN/D Code Of Practice 2014.
- Appraising Learning Support's effectiveness within the school
- Monitoring the identification and assessment of pupils with SEN/D
- Promoting and developing the interests of the pupils with SEN/D as a whole school policy
- Informing the school governors of policies and practices for SEN/D, through the headmaster and the Liaison Governor.

- Contributing to the annual review of the Special Educational Needs School Plan.
- Promoting good practice within Learning Support including the observation of lessons with feedback.
- Keeping abreast of developments and research in SpLD

### **13. Monitoring children's progress**

This is done both formally and informally.

**Informally**, there is a constant dialogue between LS teacher, form tutor, subject teachers, pupils and parents as to how successfully the pupil can access the curriculum.

**Formally**, the LS tutor will:-

- Re-assess the Individual Pupil Passport on a termly basis
- Carry out reading and spelling tests bi-annually
- Carry out any additional test that is deemed appropriate
- Monitor the progress made in each lesson
- Look at bi-annual exam results
- Check the results of regular screening tests for reading comprehension.
- Provide a termly written report of progress

### **14. Action at School**

The Head of Learning Support plans the future support for a particular boy in discussion with colleagues and parents. The child's form tutor remains responsible for working with the pupil on a daily basis. Learning Support provides learning that is additional to, and different from, that provided as part of the school's usual differentiated curriculum.

### **15. Nature of Intervention**

A child is offered lessons by a specialist teacher when his Special Educational Needs and/or Disabilities cannot be met solely in the classroom. These lessons are structured, cumulative and multi-sensory. Each lesson is individually planned to the pupil's Learning Style and Needs.

A scheme of work is prepared termly for each pupil. Most lessons are provided on a one-to-one basis, but can be given in small groups of 2 or 3 if appropriate.

### **16. Pupil Passport**

Elstree no longer has formal IEPs, as such, for its SEN/D pupils.

The following records, suggestions, programmes and targets all take the place of IEPs, and are thought to be more relevant to, and work better in, the school's system.

- Each LS boy has a Pupil Passport designed for them each term which specifies the SEN/D information, Healthcare, Long Term and Medium Term Aims for that child with regard to his LS work.
- Each term an LS boy has a report written for his parents by his LS teacher.
- SMART targets (Specific, Measurable, Attainable, Reasonable, Timed) that are easily achieved to maintain confidence and self-esteem.
- The Pupil Passport and the termly report are built up cumulatively to form a 'history', or profile, of the pupil's LS requirements and teaching. All documentation is shared with the parent/carer, student and class tutor.
- HOD keeps all information on the Intranet up-to-date for all members of staff.

## **17. Reviewing Progress of Pupils**

On an annual basis, the pupils on the SEN/D register are either formally re-assessed in the department, or an informal check with parents and/or form and subject teachers is carried out.

## **18. Reviewing Progress of Pupils being taught by Learning Support**

- Progress will be reviewed with parents formally once a term at the LS Parents' Evening.
- Progress will be reviewed informally with Common Room members through constant exchange of information on an on-going basis.
- Progress will be reviewed by Learning Support informally, at weekly departmental meetings if necessary, and also formally at the end-of-term departmental meeting.

If there are any major concerns, the Learning Support tutor may wish to set up a meeting with the Form Tutor and parents, and a member of the Boarding staff (if relevant). If teaching targets are not achieved, it may be necessary to change the teaching strategy or the resources being used, or consider that the target is not appropriate. It may be necessary to break the target down to smaller steps or choose an alternative target within the same area of need, then return to the original target at a later date. Teachers can consult team-members for advice, or the Head of Department, at any time.

Adequate progress might be considered as that which:-

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

In evaluating the pupil's progress, it is important to have a reason for any lack of progress and to know why a target has not been achieved. The teachers involved can then consider changing their methods.

There are screening and monitoring processes that take place on a regular basis that will also help to determine if the pupil is making adequate progress as stated above.

## **19. School Transfer**

Most pupils transfer to Public Schools at the end of Year 8. In these cases an ISEB Special Needs Report is completed by the relevant Learning Support teacher and is sent to his next school by the Headmaster's Secretary.

If a boy leaves before the end of Year 8, Learning Support will write a report to be included with one from the Headmaster, and often suggests contact by telephone.

## **20. Future Areas for Development**

### **2015 - 2016**

- To continue to seek ways of improving the integration of the work of Learning Support with all other departments in the school, in the interests of the pupils, and of the school in general.

- To further develop the use of IT within the department, and the IT training of Learning Support teachers.
- To improve the range of IT programmes in the department, including voice-activated programmes for the word-processor.
- To instigate further Inset courses to promulgate aspects of Special Needs teaching in the Common Room.
- To purchase further testing material. WRAT 4/Units of Sound
- To work towards new Code of Practice July 2014 and implement new SEN/D policy with a School Information Report

## 21. Ethos of Learning Support

### STAFF

Learning Support like to be known as a 'team'.

This is because:-

- Each member of the team wants the best for each LS boy, not just their own charges.
- Each member of the team has different areas of teaching strengths and weaknesses and is correspondingly supportive to their team members.
- Each member of the team is keen to promulgate the understanding of Special Educational Needs/Disabilities (SEN/D) throughout the school.
- Each member of the team is encouraged to keep abreast of current developments in special needs through attendance at courses, and through reading the relevant periodical magazines to which the department subscribes.

### LESSONS

The over-riding aim for all team members is that a child leaves a Learning Support lesson feeling better about their self than when he had arrived.

## 22. Types of Special Educational Needs and/or Disabilities Typically found at Elstree

Most of the pupils with SEN/D at Elstree have literacy difficulties caused by dyslexia and/or dyspraxia and/or dyscalculia. A few pupils have speech and language disorders, and some suffer ADD or ADHD, mild Asperger's syndrome or Pragmatic Semantic Word disorder.

Some pupils have difficulties in more than one of the above mentioned areas and some only one.

## 23. Writing a Pupil Passport

1. Each Learning Support teacher should write a Pupil Passport for each pupil each term.
  2. A copy of this plan – one in the pupil's file in the LS filing cabinet and one for their own use. A copy is held on the intranet.
    - a. This Pupil Passport should include:- Prospective schools, Health issues, Long Term teaching aims for each pupil. Medium term aims covering (as appropriate): -
      - a) teaching points for spelling and/or numeracy
      - b) areas for extending reading and/or maths
      - c) study skills
      - d) cognitive skills
- Short term aims known as **SMART** targets

- a. At the beginning of each term each LS teacher should:-
  - Re-locate information on intranet system.
  - a) teaching points for spelling and/or numeracy
  - b) areas for extending reading and/or maths
  - c) study skills
  - d) cognitive skills

At the beginning of each term each LS teacher should:-

- Re-locate information on intranet system.
- The purpose of the Pupil Passport is to be a working document.
- It should, therefore, be a useful plan for each individual LS teacher to work from, rather than necessarily being a uniform text.

## 24. Lesson Plans

- The over-riding aim for all team members is that a child leaves an LS lesson feeling better than when he arrived.
- Lessons are structured, cumulative and multi-sensory.
- Each lesson is planned individually.
- Lesson plans should include certain standard items but need not be uniform in format. The headings to be included are:-
  - Week/Date**
  - Review**
  - New Teaching Point (TP)**
  - Outcome** (how far/well the pupil has progressed during the course of the lesson(s))
  - (optional)* **Evaluation** (of own teaching methods and their success, where possible)
- A common pro forma for Learning Support plans (given the common emphasis on a multi-sensory, structured cumulative approach) is a further aid to monitoring and evaluating the work of the department.
- If a pupil receives 2 Learning Support lessons per week it is acceptable to have one lesson plan covering both lessons, as long as this is clear.
- Lesson plans are discussed at Learning Support meetings once a year and are looked at annually by the Head of Department.

## 25. New Pupils' Screening Tests

All new pupils are given initial screening tests on entry to the school. In the Autumn term, new pupils in Years 3 and 4 (the Reception forms), are given group tests by the teachers of those year groups as well as being individually tested by members of Learning Support. Pupils joining the school in any other term, or in any other year group, are tested individually, by the LS dept.

Current Screening Tests for All New Pupils:

- Single Word Spelling Test (group) all years
- BAS Individual Word Reading Test
- 5 minutes' free writing

The scores and information gathered by these tests are collated and marked on individual forms which are filed and kept in LS for the duration of the pupil's time at Elstree. A résumé of these scores are marked onto alphabetical sheets and sent to the Headmaster. Those pupils appearing to have problems are discussed and, with the agreement of the Headmaster and parents, are further assessed, and then taught by Learning Support. After a period of time, if there is further need of diagnosis, it is suggested that the pupil be seen by an Educational Psychologist either at the School or, if the parents prefer, by an E.P. of their own choice.

Educational psychological assessments are read and filed in the Headmaster's Secretary's Office. A copy is taken for Learning Support, and the relevant LS teacher will summarize the report. Close liaison with Home Farm School and other pre-preparatory schools is carried out to check that pertinent information on new pupils is carefully noted and filed, and that specialist teaching is a continuation and development of previous practice.

## **26. General school screening tests conducted by Learning Support.**

At Home Farm the current screening tests for literacy are:

- Phonic Check Sheet for reading and spelling (See appendix
- 31– Word List for Phonic Check sheet) given every half – term.
- Phonic Check Sheet for Spelling
- NFER Nelson Group Reading Test

If any concerns are noted in the scores for an individual boy, these will be discussed with the form tutor, the English teacher and the parent, and further assessment may be carried out by Learning Support. Specialist teaching will be started if it is deemed necessary. Often, the most useful monitoring is done by individual teachers noting haphazard spelling in class work or exam papers; and doubts expressed in this way will lead to the involvement of LS for further assessment.

## **27. IQ testing**

Learning Support currently conducts IQ testing in the school, which gives further opportunity to identify problems. (*E.g. void between verbal and non- verbal scores, big differential in an individual's scores between year 4 and year 6, a problem with the verbal score that could be related to reading difficulties etc.*).

## **28. Educational Background Information Sheet**

Learning Support is responsible for ensuring that Common Room staff has information regarding any SEN/D of all new pupils to the school. To this end, relevant information is recorded on the intranet. Learning Support is responsible for recording:

1. The relevant data for each pupil on completion of their initial screening tests on entry to the school.
2. Any other relevant external information regarding the existence of EP's reports or any other specialist report.
3. Access arrangements / exam concessions if required.

The purpose of the SEN/D list and Pupils' profiles is to make skeleton, but pertinent, information easily accessible to all members of the Common Room.

## **29. Routine Testing of Pupils Currently Taught by Learning Support**

1. Reading and Spelling tests should be given to all LS pupils once a year at the beginning of the Summer Term
2. Currently Learning Support uses the Word Reading Test (individual word) and the Single Word Spelling Test
3. Other tests are available if an individual teacher deems further testing necessary.
4. If a pupil's reading and/or spelling scores throw up inconsistencies or lack of progress this should be discussed with:
  - a. Head of Learning Support
  - b. The pupil's Form Tutor
  - c. The pupil's English teacher
  - d. The pupil's parents
5. The reading and spelling scores should be placed on the intranet

6. These records should be up dated as necessary.
7. Learning Support should also give a test of reading comprehension once a year in the Lent term – Neale Analysis.

### **30. Continuous Assessment**

In addition to the routine assessment of pupils currently taught by Learning Support, individual teachers will use a variety of tests, available in the LS resources cupboard, for further diagnosis of their pupils if necessary.

### **31. Educational Psychologist's Reports**

Full Assessments cost approx. £750-500 if they are carried out at school. The cost depends on the Educational Psychologist (EP). The assessment takes about 2 hours and is a comprehensive test of IQ and attainment. Any signs of Dyslexia/Dyspraxia/Specific Learning Difficulty should become apparent during the course of the session. Parents are invited to discuss the outcomes with the EP in person, and are then sent a written report by the EP. JCQ now requests a full EP report in Year 9.

Review Assessments if is administered only if a full assessment has already been done but is out of date, costs approx. £300, and takes about an hour. A briefer report is sent to the parents but they are not invited to see the EP.

There is a varied procedure for referring a boy for an EP's assessment. It might be suggested to the Head of Learning Support that a boy could be a candidate for referral to an EP by:

A parent

- The Headmaster
  - The form
  - The English teacher
  - General discussion at a Common Room Meeting
  - Informal discussion in the Common Room
  - The pupil's LS teacher
  - As a result of New Pupil's Screening test
- As a result of a subsequent screening test carried out by Learning Support.

Once it has been decided that an EP's assessment should be sought, either Learning Support or his Form Tutor **MUST** consult the parent, and a decision made as to whether the parents would like to initiate this procedure independently, or whether they would like an assessment carried out by one of the visiting EPs at school. If permission from the parents has been gained for the latter option, the Head of Learning Support then contacts the most appropriate EP for the occasion. Learning Support has a selection of Educational Psychologists some specialising in different Specific Learning Difficulties together with Speech and Language Therapists, Optometrists etc.) All details are available on the intranet. Administrative procedures:- The Head of Learning Support writes/emails/telephones the EP confirming the appointment and sends details of the boy and his parents' names and address.

### **32. Procedure for Writing Summaries on a Pupil's Educational Psychologist's Report**

When the EP's report on an individual is received in the School Office it is given to the Head of Department. If it is emailed to the school it should be **printed out onto a hard copy and the email deleted** for confidentiality purposes. The Head of Department photocopies the report. The Head of Department then gives the report to the LS teacher who is involved with that particular boy.

The LS teacher should then:

1. Write a summary of the report, which should:
  - a) Summarize the essence of the actual EP's report, not her own personal reflections.
  - b) Be brief, preferably no longer than one page.
  - c) Email the summary to the form tutor and all who teach the student.
  - d) A hard copy should be attached to the original report and given to the Head Master who will file it in the Secretary's office.
  - e) A copy is then put in the LS file.
2. Learning Support should discuss the full report with the Form Tutor. They should decide whether it would be beneficial to have a meeting with the pupil's subject teachers to discuss pertinent aspects of the report and, if so, make suitable arrangements for this.
3. Learning Support should also ensure parents understand the essence of the EP report and its recommendations. The relevant section of the SEN/D register should be filled in by LS teacher. It is important that members of the Common Room are kept well informed regarding which pupils are in possession of an EP's report.
4. Liaison with Common Room (CR) Staff
5. If a child has been assessed by a Local Authority any Education, Health Care Plan will be provided for according to the requirements of the plan for each individual child.

### **General**

- All members of CR are invited to observe an LS lesson.
- All members of CR are invited to ask LS for individual input on any aspect of Special Needs.
- All members of CR are welcome to borrow specialist books from LS.
- Leaflets on identifying and dealing with SpLD pupils in the classroom are distributed around CR from time-to-time
- Courses on SpLD are advertised in CR
- Feedback sessions given by an LS teacher after attending a Course, to members of the appropriate subject department.
- Informal interchange of ideas on different teaching strategies between Learning Support and other members of CR encouraged.
- Subject teachers will sometimes ask an LS teacher to reinforce a particular lesson with their pupils on an individual basis and in a multi-sensory way.

### **Individual**

- Information on those pupils with EP's reports is made widely available.
- Lists of pupils who are currently taught by Learning Support, but who do not have an EP's report, is noted on the SEN/D register.
- A summary of a pupil's EP's report is circulated by the responsible LS teacher, discussed with the pupil's form tutor, and then a meeting called with the pupil's subject teachers if necessary.
- Information on reading and spelling tests discussed with form tutors.
- All Pupil Passport are placed on the intranet.
- The results of the New Pupils' Screening tests are made available to the Headmaster and those concerned. Comments on new pupils with potential problems are sent to the Headmaster, the form tutors and others concerned.
- LS teachers, when necessary, discuss individual pupils in CR briefings and CR meetings.
- LS teachers continually discuss their pupils with form tutors, subject teachers, Director of Studies and/or Headmaster in CR at 2nd breaks, lunch or tea breaks, or any other available time.
- LS teachers liaise with the English teacher and other subject teachers before a Parents' Meeting.
- There is often an exchange of teaching materials from Learning Support to a subject teacher, or vice-versa, in respect of a particular boy.

- Learning Support tutors receive copies of exam papers and class work when required.

### **33. Liaison with Parents**

It is important that Learning Support is a team effort between teachers, pupils and parents. With this in mind, it is essential that there are easy channels of communication between a pupil's parents and his Learning Support tutor, and that the LS tutor should keep frequent contact with parents by email or telephone. All major issues that are discussed with parents should be recorded in writing and placed on file.

### **34. Procedures for Initiating Learning Support**

Once it has been decided that a pupil would benefit from Learning Support, the Head of Department discusses his provision with the LS team to decide who can best fit them into their teaching timetable. The parents are then consulted by phone or in person, if this has not been done already. The nature and course of the lessons is then outlined to them and a guideline given as to how long the course might take. Head of Department then emails the parents confirming the cost of the lessons and recommended number per week. On receipt of written permission lessons may commence.

### **35. Timetabling LS Lessons**

It is school policy that the top priority is not to disrupt the learning of common Entrance subjects in main-stream classes. When time-tabling Learning Support teachers should bear in mind the following points:

- Free time, First Break, and Rest, to be allocated first to those at the top of the School.
- Some games periods to be used for those who are not good at, or who dislike games and a list submitted to Head of Games.
- Class music sessions with referral to Head of Music.
- Some Art/DT/Computer lessons to be used, if it is possible to make up these lessons in free time and if the boy is willing.
- Some prep. times to be used if the prep. can then be done in a Rest period.
- If a student is taken out of a class it is imperative that he makes up what he has missed.
- Every attempt is made by Learning Support to accommodate the wishes of the pupil and/or the parents regarding the timetabling of individual lessons, as far as this is possible.

Timetables are available on the intranet.

The lessons are:

- usually 1 to 1
- usually of 35minutes duration (i.e. a school lesson period)
- planned
- structured, multi-sensory, and cumulative
- follow a spelling/numeracy scheme, and teach Study Skills

### **36. Additional Learning Support Provision**

Additional learning support is organised on a rota basis by learning support for non-independent readers throughout the school. These ALS sessions are taken by Gappers and volunteer friends of the school, but directed by the LS teacher of each pupil. They usually take place during 1st Break. The LS teacher will also provide the relevant resources for these sessions. Some pupils are encouraged to work independently during Rest. They are reminded by their LS tutor and are provided with relevant material by them. On request, holiday prep is provided for most pupils by their LS teacher. This work is voluntary.

The above provision is in addition to the Learning Support Lessons, and is not charged to the parents. *All volunteer helpers are subject to CRB screening.*

### **37. Responsibilities of Learning Support teachers (in addition to individual lessons)**

- To co-ordinate, plan and prepare for individual pupil's tuition support sessions if needed
- To organise and support other specialist programmes for individual pupils.
- To familiarise themselves with 7 or 8 academic subjects at 6 different year levels in order to support their pupils, as necessary, in the curriculum.
- To plan and arrange their own timetable or lessons termly around the school timetable.
- To make every effort to re-arrange any missed lessons.
- To keep themselves up-to-date professionally by attending courses and reading new publications and periodicals.

To liaise about their pupils with –

- Parents
- Form tutors
- Subject teachers
- Heads of departments
- Common Room
- LS department colleagues
- Headmaster
- Educational Psychologist/or other Specialist
- Housemaster (re pastoral matters)

To attend meetings of:

- Common Room
- Parents (Individual meetings by request and School Parents' Evenings)
- Head of Departments (2x termly)
- Learning Support (weekly)
- In-Service

To compile the following records on a termly basis:

- Individual Schemes of Work
- Learning Support school reports
- Learning styles on the data base.
- Lessons delivered for accounts department.
- Information on SEN/D register
- LS timetable + circulation
- Record of LS provision
- Termly class reports

And also at other intervals:

- Summaries of EP's reports + circulation
- Special Needs reports for ISEB for Leavers Year 8
- Communications with Parents
- Bi-annual Reading and Spelling Test scores and annual Reading Comprehension scores.
- Record of resources

## **38. Responsibilities of Head of Learning Support (in addition to individual lessons)**

### **General**

- Overseeing the day-to-day operation of schools SEN/D policy
- Leading the Learning Support team of part-time specialist teachers
- Liaising with, and advising, colleagues
- Managing teaching assistants (Gappers and volunteers)
- Overseeing the records for all pupils with SEN/D
- Contributing to department training
- Liaising with external professionals
- Developing the department's awareness, and implementation of, the SEN/D Code of Practice 2014, and other national guidelines, Children and Families Act 2014.
- Promoting and developing the interests of the pupils with SEN/D as a whole school policy
- Liaising with the Governing Body and, in particular, with the Governor with specific interest in Learning Support.
- Giving guidance on differentiation where possible, and also on the specific implications in the classroom of particular learning difficulties and general teaching strategies to overcome these.
- Evaluating the overall success of Learning Support's SEN/D provision including its planning and delivery.
- Liaising with other schools to help ensure provision of best practice at Elstree.

### **Specific**

- Running the Department (Personnel)
- Recruiting staff and delegating pupils.
- Ensuring accommodation, resources and equipment are appropriate.
- Organising formal meetings at the beginning and end of each term and also weekly departmental meetings.
- Keeping records of team timetabling, courses attended and lesson numbers.
- Checking team registers of delivered and undelivered lessons at the end of the academic year.

### **Screening**

- Organising entry screening tests
- Supervising the screening of all new pupils.
- Listing, distributing and discussing these scores with Common Room.
- Filing the results in the appropriate files and databases
- Writing letters to parents of those who have been identified as needing help
- Those who might need help in the future

### **Assessments**

- Booking and organising assessments with Educational Psychologists
- After receipt of assessment report, making sure that a summary is written for distribution to Form Teacher and relevant subject teachers, and that a copy is filed in the CR file
- Ensuring original copy of report and summary is filed in the School Office after perusal by Headmaster
- Ensuring a copy is posted on the intranet in the appropriate files.

### **Policy Document**

- Keeping the SEN/D and EAL Policy Document up to date

- Compiling handbook of Learning Support guidelines and procedures and amending as necessary

### **Learning Support Resources**

- Organising and ordering resources
- Updating equipment as necessary
- Keeping an inventory of all resources

### **I.Q. Testing**

- Liaising with Director of Studies regarding ordering and administration of tests to ensure uniformity of approach.
- Collating, tabulating and distributing the marks and alerting DOS to any anomalies.

### **Accounts**

- Keeping accounts
- Preparing annual budget

### **Potential Learning Support Pupils**

- Meeting the parents of potential Elstree SEN/D pupils and testing the pupils
- Administering tests on pupils already at Elstree who appear to have problems but have not previously been taught by the department and writing reports for the Headmaster.
- Keeping a file on pupils to WATCH and checking their progress termly.

### **Common Entrance Pupils**

- Keeping up-to-date lists of the 'extra time' rules of the various public schools
- Giving the Director of Studies a list of pupils who will require extra time (intranet)
- Checking the Year 7 list for those who need extra time in their Summer mock exams
- Ensuring all ISEB forms have been completed by the appropriate LS teacher and passed to the Headmaster's Secretary for despatch to senior schools.

### **Record Keeping**

- Maintaining SEN/D register on the database and keeping it up to date.
- Encouraging LS team to keep individual LS pupil's Provision sheets up-to-date, and to record significant oral or written communications with parents on sheets in filing cabinet
- Ensuring all scores from bi-annual reading and spelling attainment tests are recorded and recorded on database.
- Monitoring Pupil Passport on the database.
- Ensuring 'Learning Style' information is kept up to date on the database
- Publishing Learning Support timetable and Additional Support schedule.

### **Additional Learning Support Provision**

- Additional tuition Support
- Recruiting and organising the volunteer helpers
- Time-tabling and finding locations available
- Organising lists and guiding the supervisor
- Supervising the register

### **Meetings**

- Attend meetings of Common Room (and take minutes for absent colleagues)
- Heads of Department
- New Pupils' Day
- Parents' Evenings

### **39. Ongoing Process of Evaluation of Learning Support**

The performance of Learning Support is constantly under review by the team members and more specifically, by the Head of Department. The team holds weekly meetings at which pupil successes and failures are aired, and help and ideas sought from colleagues when necessary. The department regards itself very much as a team with each member contributing different strengths and weaknesses, and the friendly atmosphere engendered, encourages a professional interchange of ideas and resources. Advice is often sought and freely given!

The Head of Department will discuss the format of lesson plans once a term and the team will bring examples for group interest and debate. The Head of Department will observe at least one lesson per year delivered by each member of the team, and give feedback to the teacher. Monitoring and observation of pupils with SEN/D in their subject lessons on a termly basis, by the head of LS and the other LS teachers, helps to check the transfer of skills learned in individual LS lessons to the classroom, and makes advice to teachers more relevant. Planned choice of the subject in which to observe the pupil or group of pupils, allows Learning Support to see how pupils cope in a range of different subjects and can include the emphasis on one particular subject. After the exams, the team has a general review of the marks of their students, especially in relation to the amount of time spent in teaching study skills/revision techniques in any one subject to a particular pupil. The amount of personal improvement (or not) for a pupil can then show how effective a particular line of teaching has been and steps taken to change the line of teaching if necessary. The bi-annual reading and spelling tests are further indicators of the effectiveness of the teaching for Learning Support pupils. The Head of Department will also give in service training/support to new recruits or team members who lack confidence in certain areas of their teaching.

### **40. Individual Pupil's Information**

In order to help the classroom teacher to differentiate appropriately for the Learning Support pupils in the classroom, a system of producing an extremely detailed outline of a pupil's profile is placed on the database for all Common Room staff to access. All staff are encouraged to look at the site where they can find Learning Style, EP summary (if appropriate), Reading/Spelling/Maths scores, Pupil Passport.

### **41. Provision for Learning Support and Concessions for Pupils during School Exams**

#### **Year 3**

The form tutor supervises the year group and will help all the pupils as much as is needed in their first attempts at exams, but with extra support going to the LS pupils.

#### **Years 4 and 5**

The Gap students are asked to help the pupils with learning difficulties in Years 4 and 5 during school examinations and act as readers and helpers to those who find reading or writing difficult. The LS tutors will discuss any particular pupil's need with the Gappers beforehand.

#### **Years 6 and 7**

The Head of Learning Support makes herself available to help pupils in Years 6 and 7 who may still need help. In exams, the LS pupils in all Years who will qualify for exam concessions due to provision in an EP report, are given extra time in their school exams. This is of high importance for Year 7 who are attempting their first Common Entrance paper. Their LS teacher will have discussed the use of this extra time in each individual case.

#### **General Policy**

This assistance needs to be done without disturbing the other pupils in the classroom or hall. The LS pupils are, therefore, usually grouped together at the back of the exam room, so that access to them is easy.

The other pupils must also not feel that the LS pupils are being helped in an unfair way, therefore help is given with the decoding (and encoding where necessary) of the actual exam paper, rather than the provision of answers.

#### **Use of Lap-tops**

With the permission of subject teachers and LS tutor, a student may use a lap-top in exams where it is deemed beneficial to the student to do so as recommended by an EP report.

### **42. Provision for LS pupils during Common Entrance Exams**

The Director of Studies writes to the relevant Public Schools requesting exam concessions for pupils who have an Educational Psychologist's Assessment as per ISEB stipulations by the 1st of March. The Head of LS informs the Director of Studies about those pupils who should be allowed to receive extra time and/or use a word processor.

The HOD ensures that those particular pupils have permission from their chosen public school for those recommended access arrangements for their Common Entrance exams.

### **43. Liaising with the next school for a Learning Support boy**

The relevant LS tutor fills in an ISEB Special Needs Report on the LS pupil she is currently teaching, or has taught in the past, and gives it to the head of Department who passes it to the Headmaster's Secretary at the beginning of the Summer Term in the pupil's leaving year.

The relevant LS tutor liaises with the Headmaster, the parents and the next school as requested in individual cases.

### **44. The Exceptionally Able Child**

It is important that able and talented children are identified and effective provision is made for them at Elstree. All children, including the most able, have a right to a challenging and appropriate education. Close liaison is maintained between Learning Support and the master in charge of Gifted and Talented (Director of Studies) in respect of specific children and also in an interchange of ideas on the subject. In addition to information gained from the New Pupils' Screening tests, the IQ scores from the NFER Nelson Verbal and Non-Verbal Reasoning Tests given in years 4 and 6, show academic potential. Most importantly, discussion amongst Common Room members will usually reveal the names of children who might fall into the 'gifted' category.

Learning Support keeps reference books and articles on Gifted Children, and a list of useful web site addresses.

### **45. Liaison between Learning Support at Elstree and Home Farm (HF)**

The Head of Learning Support:

- Has frequent discussion with the HF Head Teacher.
- Has frequent discussion with the LS teacher (see above)
- Visits HF as often as possible.
- Makes herself available to HF parents at HF school functions if requested.
- Will discuss aspects of LS teaching and policy with HF staff, when invited to do so.
- Observes some LS lessons once a year at HF checking Pupil Passport
- Ensures Home farm Learning Support tutor receives all up to date periodicals/information.
-

## **46. Links with other schools**

- The Head of Department attends meetings and courses run by her counterparts at other Prep and Public Schools.
- She also attends the SENCo forum termly and any DFES courses to keep in line with current thinking.
- She also continues to network with other colleagues on a national basis.

## **47. Keeping Learning Support Accounts**

The Head of Learning Support has overall responsibility for the spending of the LS budget allocation. There are procedures in place for the ordering of resources by members of the department.

### **Personal Expenses**

The HoD's expenses need authorisation from the Headmaster. Other Department members need authorisation from the HoD. In all cases, the expenditure needs to be itemised on the Expenses Claim form, together with the receipt, and submitted to the Bursar for payment.

### **Invoices**

The HoD. keeps a copy of any invoice for her own account records, and sends the original, plus a memo to the Bursar asking for payment to be arranged.

### **Inventory**

A record of the non-consumable purchases is added to the appropriate list of Department resources and the item is stamped as LS property.

### **Records**

A record of all purchases made is kept in the Accounts file.

### **Room Allowances**

A room allowance is available per term to assist with stationery and room requisites.

All accounts are available on the database for access by the Bursar/Headmaster and the individual members of the team.

## **48. Learning Support and ICT**

In the pursuit of best educational practice for some pupils, and in order to comply with EP guidelines Learning Support instigates Touch typing using 'Nessy Fingers'. This programme is available on 12 machines in the IT room and on each LS tutor's personal machine. The IT room is available 2/3 mornings per week at 1st break under Gapper supervision. Learning Support teachers will guide this and give appropriate work where necessary. In some circumstances pupils use lap tops but these must be recommended by an EP and the pupil must have sufficient typing skills to ensure it is not a hindrance. Learning Support also has a variety of programmes to use for Literacy and Maths.

## **49. English as an Additional Language Policy**

### **What is EAL?**

English as an Additional Language is taught to those pupils whose mother tongue is not English. Otherwise this may become a restrictive factor in the total integration into school and society where English is predominant. It may be deemed necessary that a student from another country may require input from the EAL department. How is this decided?

- From any entrance exam papers issued to the student for completion. (These may be sent to the student in his home country or taken at Elstree).
- From information from the class tutor and subject teachers.
- From discussion within the Common Room.
- Is there a cost implication?

The lessons will be charged at the current rate and this will be added to the termly account unless the student has ceased to take a subject and the EAL lesson is at that time.

### **How will permission be obtained from the parent/guardian?**

Information regarding this will be included in the initial meeting/contact where it will be stated that EAL may be required. If extra lessons are deemed necessary a letter will be issued to the parent/guardian, by Learning Support, stating how many sessions have been suggested and any additional cost to be incurred. EAL lessons will commence on return of the said letter and any extra costs will be added to the termly account.

### **Aims of EAL teaching at Elstree School**

- To bring all aspects of the pupil's knowledge and application of the English language up to the standard of his peers.
- To ensure total educational integration as soon as possible after commencement.
- To fine tune language development once total educational integration has occurred.
- To increase his vocabulary base, enabling effective comprehension of curricular subjects.
- To help and guide the pupil about social integration in their first few weeks at Elstree School, (specifically for the younger age groups and those from more distant countries).

### **Strategies of co-ordination within the school**

- The EAL department co-ordinates with all levels in the school from the Headmaster and Form Teachers to the pastoral staff to ensure an overall picture of the pupil is gained.
- The effective integration into the school from an educational and social perspective is the responsibility of all staff involved with the pupil.
- Every effort is made to remove the pupils from lessons where their exclusion will not be to their detriment in the future.
- The EAL staff work closely with other staff within the Learning Support department, Form Teachers and specific subject teachers to ensure awareness of general school issues and other areas of mutual benefit

### **The practice of the teaching of EAL**

- Each pupil is assessed on an individual basis as their needs vary enormously.
- Initially, where the additional language is extremely limited, intensive vocabulary work is taught to enable a limited amount of communication with peers and staff.
- Progression is made towards tense structures in key verbs.
- Continuous monitoring of other work is carried out across age levels with help and guidance given in subjects where the additional language is the barrier opposed to general comprehension.
- Sentence construction follows, ensuring complete comprehension of word order and correct grammatical application.
- The key to designing an effective teaching programme for the EAL students at Elstree School is the flexibility of approach. Each pupil has different needs dependent on age, level and origin and every effort is made to cover their individual needs, (e.g. phonology is often more of a barrier for Asian pupils than European).

### **Strategies for educational integration**

- Great emphasis is placed on preparing pupils for integration into all curricular subjects. Initially, pupils may not have the vocabulary to understand the most basic of instructions from the Class Teacher and special work will be set and marked by the EAL department. Once the latter believes that the pupil has gained sufficient working knowledge of English to become integrated into the class as a whole, this will be discussed with the relevant staff to ensure the pupil receives extra guidance where necessary.
- If Class Teachers are concerned about comprehension of their subjects or general progress by the pupil, this will be discussed with the EAL department, which can then donate lesson time to guiding the pupil in a particular subject area.

- Homework is set on an *ad hoc* basis dependant on individual needs. Sometimes it is necessary to set extra work in order to encourage full educational integration.
- Specialised reading material is provided for the students to read in their own time with follow up exercises set by staff to ensure good comprehension.

### **Co-ordination with parents and guardians**

- Each pupil has a different 'home' set up, but effective communication with any interested parties is carried out.
- Reports are written at the same time as normal school reports although, when the pupil is new, more comprehensive annotations may occur.
- Many parents do not speak English themselves and, in specific circumstances, the guardians are contacted to discuss the educational progress of their charges.
- Interested guardians are always kept aware of progress, sent reports and invited to 'parents' evenings where applicable for the pupil's academic year group.

### **Teaching and Resources**

- Teaching at Home Farm is guided initially by EAL teachers but carried out by the class teacher.
- Younger children are encouraged to use their home language in play and learning to support their language development at home. English and the home language are used in parallel during play.
- It is important each child reaches a good standard in English during EYFS therefore, communication, language and literacy skills are assessed regularly.
- If a young child is not deemed to have made proficient enough improvement, other areas will be considered - either a Speech and Language or a Learning difficulty.
- Teaching in Elstree is carried out by two fully trained EAL teachers.
- Some pupils may have Specific Learning Difficulties and/or Disabilities in addition to EAL and this is co-ordinated with Learning Support.
- Timetables are produced and available in the Common Room, school passage and with the Headmaster and his secretary.
- Lessons are usually taught one to one and last 35 minutes.
- Lessons are planned and multi-sensory but, above all, are flexible dependent on the pupil's individual needs at the time of the lesson.
- Lessons are currently taught in the Sunley Rooms, using resources which include a wipe board, tape machine/CD player and access to IT. Although a lockable cupboard has been provided for the storage of EAL resources and relevant documentation, the location itself precludes the use of displayed material.
- Details of overall objectives for each pupil and work completed in each lesson are recorded and stored in HoD's office in the Sunley Rooms.
- If sufficient improvement has not been made, other areas will be considered and a specialist may be consulted.
- Materials such as books are a combination of those belonging to Elstree, those belonging to the teaching staff and, where the pupil needs to write in the books, belonging to the individual pupil. (The latter bought by the teacher and put on the termly account).
- Lessons are paid for by the parents following termly accounts submitted by the staff.