



SOMERHILL

# **LEARNING SUPPORT POLICY**

**(Includes English as an Additional Language (EAL) Policy)**

**Owner: Deputy Head, Academic**

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## **Introduction**

This document is a statement of the aims, principles and strategies for children with Special Educational Needs and Disabilities at Somerhill. It takes account of the Special Educational Needs and Disability Code of Practice 0 to 25 years.

## **What are Special Educational Needs and Disabilities?**

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which 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.

A child does not have a language difficulty or disability solely because English is their second language.

## **What is Special Educational Provision?**

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age. The SEND Code of Practice now refers to the group of children who have SEN, but who do not require an EHCP (Education, Health and Care Plan), as those receiving 'SEN Support'.

## **Learning Support - Aims and Principles**

- To ensure that the special educational needs of the pupils at Somerhill are identified as soon as possible.
- To make provision to meet these needs. The provision made will be dependent on the needs of the child, and on the resources being available and obtainable.
- Disabled children may require extra or different provision. In line with the Equality Act 2010, the school will make reasonable adjustments to prevent them being put at a substantial disadvantage.
- For those children with medical needs and SEN, their provision will be planned and delivered according to their health care plan.
- To identify the roles and responsibilities of the school staff in making provision. Each teacher is an educator of every child, including those with SEN.
- To ensure that effective working relationships are established and maintained regularly with parents and other individuals, or agencies, which may provide extra support.
- To ensure that, where appropriate, the views of the child are sought and taken into account.
- To ensure that no stigma is attached to the provision provided for children with SEND, and that expectations remain high for these pupils.



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- To keep the staff body familiar with specific teaching methods and approaches to support quality first teaching (QFT).

## Identification of children with SEND

- It is important that there is early identification, assessment and provision for any child who may have SEND. The earlier action is taken, the more responsive a child is likely to be.
- Class and subject teachers will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.
- The school will also be responsive to parental concerns which are raised.
- In order to help children who have been identified as not making expected progress, the school will adopt a graduated response that recognises that there is a continuum of special educational needs and brings increasingly specialist expertise to bear on the difficulties that a child may be experiencing. **(See Appendix II)**
- For children transferring from Somerhill Pre-Prep to Somerhill Prep, the Head of Learning Support and the Pre-Prep Learning Support Coordinator will liaise to ensure that any relevant information is discussed and acted upon.
- Some pupils may have a significant educational need, and therefore Somerhill Prep may not be deemed the most suitable educational setting.
- Reports from previous school/educational setting will be sought.

## Provision for children with SEND

- The needs of children with SEN are primarily met in the classroom through “Quality First Teaching” and termly plans will include information about differentiation. It is every teacher’s responsibility to adapt teaching to respond to the strengths and needs of all pupils. A class list is accessible to every teacher, which includes details of strategies which should be put in place to help the learning of identified children.
- The class or subject teacher will differentiate work further, provide different resources or implement strategies to support the child within the class. Learning support staff may be allocated to provide classroom support to individuals or groups of pupils where required.
- Children may attend intervention groups to address weaknesses in reading, spelling, maths, social skills etc.
- In some instances, the child may require a more highly focused and differentiated form of support and will be offered one to one out of class support with a specialist teacher. An Individual Support Plan will be prepared.
- A child may need further assessment or screening, either internally by one of the Learning Support Team, or by a specialist, such as an Educational Psychologist, a Speech and Language Therapist or a Counsellor.



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- Provision will be made for extra time, a scribe, a reader or other support in internal exams or assessments if it is felt that it will enable a child to have fair access, or if it is recommended by a professional. External examinations are subject to the requirements of the receiving school.
- In exceptional circumstances a pupil may require an Education, Health and Care Plan. The school will liaise with the local authority to meet all the requirements of the EHCP.

## **Monitoring and Record Keeping**

The school keeps a register of the names of pupils with SEND. A monitoring register is also maintained, and this includes children where concern has been raised about an aspect of their education.

Information is stored on iSAMS and this includes any assessments by the school or outside agencies, IEPs and minutes of consultations with parents.

The class teacher, Heads of Dept. and Academic department are responsible for analysing data from cohort assessments. They will make general recommendations to the subject teacher, to support children or groups of children who have not made expected progress. Pupil progress meetings take place in the pre-prep every half term. If a specific child continues to cause concern due to limited progress, then the procedure in **Appendix II** will be followed. PPMs take place in Y3&4 with the Form teacher, Head of Learning Support and Academic Deputy. PPMs also take place in Y5-8 with English and maths set teachers, the HOD and Academic Deputy.

## **Monitoring Groups**

Provision maps show all the provision that the school makes which is additional to, and different from, that which is offered through the school's curriculum. They match the needs of pupils across the school and evaluate the impact on pupil progress.

## **Monitoring Individuals**

### **Individual Support Plans (ISPs)**

In Somerhill Pre-Prep, children for whom it is deemed necessary will have an Individual Support Plan (ISP). This is a document created with the child, which includes strengths and weaknesses, areas for development/targets and outcomes.



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## **Individual Education Plans (IEPs)**

In Yardley Court and Derwent Lodge, children for whom it is deemed necessary will have an Individual Education Plan (IEP). These give detailed information on a child's programme of activities and progress. It will have targets which are reviewed and adapted or changed on an ongoing basis. The child's voice is recorded regularly on these and this will include evaluation of their performance and progress made, and any significant opinions or comments.

## **Involving Parents**

Parents of children who have an ISP or IEP will meet with the Learning Support Department twice a year for a Learning Support Consultation. There will be termly meetings for parents of a child with an EHCP. The ISP or IEP will form the basis of the discussion at the parent consultation meetings. Targets, strategies and progress will be shared and reviewed at these meetings. Parents and, if appropriate, children should be involved in the process of setting targets whenever possible. The record of this meeting is shared with all appropriate school staff and parents and is stored on ISAMs. The Learning Support Team welcome contact with any parent who has a concern about their child. Please see **Appendix III** which provides the contact details of Learning Support staff and websites that may be useful for parents of children with additional needs.

## **Role of the Head of Learning Support**

The Head of Learning Support will take responsibility for:

- The strategic development of the school's SEND policy and provision in the school.
- The coordination of specific provision made to support individual pupils with SEN, including those who have EHCPs and reviewing their effectiveness.
- Meeting requirements of the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintaining and updating the school's Learning Support register and overseeing the records of all pupils with SEND.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with Learning Support Teachers and Learning Support Assistants and ensuring the professional development of their skills.
- The induction of new staff in terms of the school's SEND policy and provision.
- Liaising with next providers of education to ensure that a smooth transition is planned.
- Managing the Learning Support resources and being responsible for the budget.
- Taking part in on-going training to keep abreast of the latest initiatives in special educational needs.



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## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

### Introduction

The term English as an additional language (EAL) is used to refer to pupils whose main language at home is not English. During their education, EAL pupils at all levels of fluency, may have difficulty accessing the full curriculum and making the best possible progress. These children will receive language support to reach their full potential.

This part of the Learning Support policy sets out the school's approach regarding the needs and skills of EAL pupils.

### Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to our school.
- To implement school wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English, in order to be able to fulfil their academic potential.

### Objectives

- To monitor the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL, through INSET and staff meetings.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

In order to meet the needs of EAL pupils, staff will:

- Involve the families of EAL pupils and ensure good partnership is built with the parents.
- Assess the pupil's fluency as soon as possible.
- Differentiate work for EAL pupils, where appropriate.



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- Use a range of strategies to reinforce understanding and meaning to develop language in context.
- Have high expectations for children to participate in all learning.
- Ensure all EAL pupils are set appropriate and challenging activities.
- Recognise EAL pupils may need more time to process and complete work.
- Give newly arrived pupils time to absorb English and bear in mind there may be a 'silent' period when children may understand more English than they use.
- Ensure EAL children hear good role-models of English.
- Use collaborative learning as a tool to facilitate access to the curriculum.
- Ensure that EAL pupils' self-esteem and confidence is monitored.
- Provide further support for pupils' language development outside the formal curriculum, e.g., in assemblies, clubs and activities etc.
- Ensure communication between the school community, child, family and their extended community is positive and appropriate.

We recognise that most EAL pupils needing additional support do not necessarily have Special Educational Needs. However, if SEN needs are identified then EAL pupils have equal access to the school's SEN provision through the Learning Support Department. Similarly, the School recognises that there may be EAL pupils who are high attainers even though they may not be fully fluent in English.





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## **Emotional and social development**

In order to learn, the emotional and social development of pupils is paramount, and the following is in place to support this.

- Early Years pupils are allocated a key worker to help them settle quickly in the new educational environment and build strong connections.
- In the Pre-Prep the Zones of Regulation Framework is used to develop the pupils' ability to be aware of their emotions, alertness and energy levels, which leads to a feeling of wellbeing.
- Pupils that require support to learn oral language and social communication skills will attend a language or social skills group.
- Some pupils need social stories to help them understand social situations and learn ways to behave in those situations
- Mentoring sessions are available to pupils who need support to deal with any issues that they are experiencing at school.
- Drawing and Talking Sessions help children to communicate and process their emotions using a therapeutic, non-intrusive techniques.
- Individual counselling or play therapy sessions are available for pupils with a higher level of need.

## **Listening to views of children with SEN**

There is an 'open door' policy for all pupils in the school. This gives them an opportunity to speak to any member of the Learning Support Team, express any worries and know that the appropriate remediating action will be sought. All staff understand that pupils with an additional need may have communication skills that are not age appropriate, or that are hindered by a need. Therefore, staff will use a wide range of approaches to enable pupils to express their views. Pupils who have an Individual Support Plan or an Individual Education Plan will have their views recorded on their plan, where age appropriate.



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### **Evaluating the success of the provision for pupils with SEN and additional needs**

The success of provision for pupils will be evaluated in the following ways:

- From information and observations from staff who teach the pupils.
- Pupil Progress Meetings take place at least twice a year with the form tutors of classes in the year groups up to Year 4. The progress of children will be discussed and reviewed which may lead to additional or extended intervention if required. PPMs take place for pupils in Y5-8 during the Lent term and include the English/maths HOD, Deputy Head Academic and set teacher. LS strategies are reviewed during these meetings.
- The progress towards targets on ISPs and IEPs will be reviewed on a regular basis – at least once every half term.
- Learning Support staff will administer tests tailored to assess the progress made as a result of specific intervention.
- The results of subject testing, such as Abacus maths tests or end of unit written tasks, will be analysed to identify the progress of children with additional needs.
- The results of online whole school testing, such as progress tests in English and maths (PTE and PTM), will be analysed to identify the progress of children with additional needs.

### **Arrangements for Handling Complaints**

- For the arrangements for handling complaints from parents of children with SEN or additional needs please refer to our Complaints Policy.



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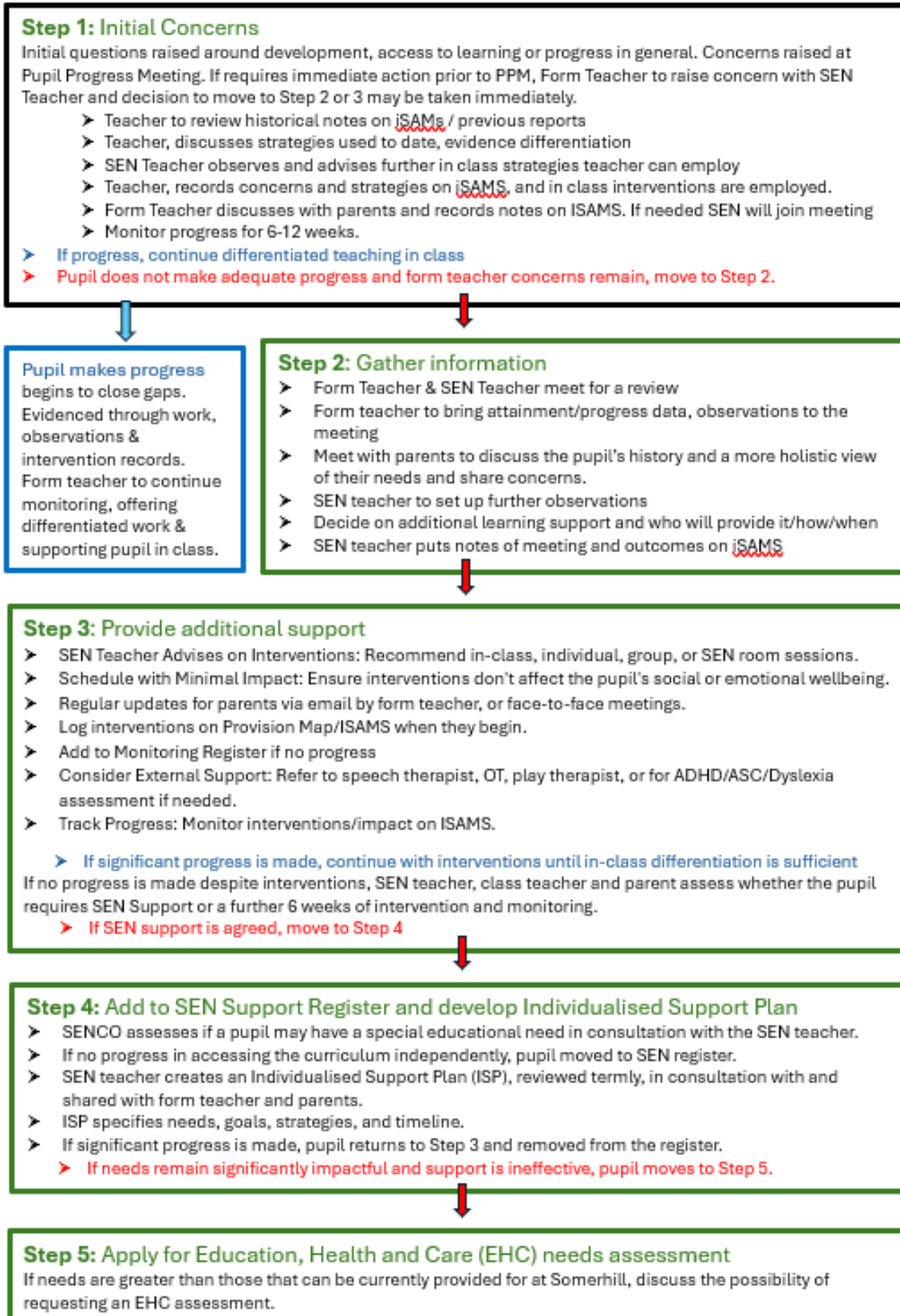
## APPENDIX I - Warning signs of possible SEND

<p><b>Discrepancies</b></p> <ul style="list-style-type: none"> <li>• Intelligence vs attainment</li> <li>• Oral vs written work</li> <li>• Within NC subjects</li> <li>• Between NC subjects</li> <li>• Understanding vs memory for facts</li> <li>• Good &amp; bad days</li> <li>• Effort put in compared with quality of end product</li> <li>• Assurance/uncertainty</li> </ul>	<p><b>Difficulty with visual perception</b></p> <ul style="list-style-type: none"> <li>• Confusion with letter/number shapes orientation</li> <li>• Miscopying</li> <li>• Misreading</li> <li>• Misunderstanding</li> <li>• Mislaying</li> </ul>
<p><b>Sequencing difficulties with:</b></p> <ul style="list-style-type: none"> <li>• The time, including days, months and dates</li> <li>• Having correct books/papers in place</li> <li>• Completing work on time</li> <li>• Alphabet/multiplication tables</li> <li>• Words, sentences, stories, projects</li> <li>• Following instructions (especially where more than one instruction given at the same time)</li> <li>• Telling stories or jokes</li> <li>• Revising</li> </ul>	<p><b>Emotional/Behavioural difficulties</b></p> <ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Frustration</li> <li>• Reading social situations</li> <li>• Uncertainty</li> <li>• Exhaustion</li> <li>• Poor concentration</li> </ul>
<p><b>Clumsiness</b></p> <ul style="list-style-type: none"> <li>• Getting changed for PE</li> <li>• Tying shoelaces/doing up buttons</li> <li>• Throwing/catching</li> <li>• Writing: inconsistent size/spacing</li> <li>• Uncertain of left and right</li> </ul>	<p><b>Working Memory difficulties</b></p> <ul style="list-style-type: none"> <li>• Copying from board or books</li> <li>• Taking dictation</li> <li>• Learning for tests/exams</li> <li>• Remembering facts</li> <li>• Poor sense of direction</li> <li>• Remembering instructions/messages</li> </ul>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Mishearing</li> <li>• Difficulty with rhyme</li> <li>• Erratic spelling</li> <li>• Problems with labelling right/left, east/west, up/down, names</li> <li>• 'ums' &amp; 'ahs' in speech, playing for time</li> <li>• Poor vocabulary</li> </ul>	<p><b>Language continued...</b></p> <ul style="list-style-type: none"> <li>• Poor/slow comprehension</li> <li>• Difficulty with polysyllabic words</li> <li>• Difficulty segmenting sounds</li> <li>• Difficulty blending sounds</li> <li>• Tip of the tongue feeling</li> <li>• Convoluted explanations</li> <li>• Difficulty taking notes</li> <li>• Poor syntax/punctuation</li> </ul>



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## APPENDIX II - FLOWCHART OF PROGRESS THROUGH INTERVENTION





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## **APPENDIX III – USEFUL CONTACT DETAILS**

LS staff contact details

Prep	khelyar@somerhill.org
Years 1 and 2	acarter@somerhill.org
Early Years	lmorris@somerhill.org

### **Useful websites**

#### **General information**

<https://www.iask.org.uk/>

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

#### **Children’s Therapies**

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>

#### **Speech and Language**

<https://speechandlanguage.info/parents>

#### **Dyslexia**

<https://kentwestdyslexia.org.uk/>

#### **Attention Deficit Hyperactivity Disorder**

<https://www.kent.gov.uk/education-and-children/special-educational-needs/types-of-send/attention-deficit-hyperactivity-disorder-adhd-support>

#### **Autistic Spectrum Condition**

<https://www.kent.gov.uk/social-care-and-health/care-and-support/disability/learning-disability/autism>

<https://www.kentcht.nhs.uk/leaflet/autism-spectrum-disorder-asd/>