



**Policy 3B - Learning Support and Extension  
Including EYFS  
(Review annually from 2015)**

<b>Date</b>	<b>Reviewed by</b>	<b>Date approved SMT</b>	<b>Date approved sub-committee</b>	<b>Date approved Governors</b>	<b>Next review date</b>
April 2022	Pippa Goedkoop	29.04.22	Category 2 Policy for 10.05.22 sub-committee	May 2022 for June 2022 Bridewell Court Meeting	April 2023
May 2023	Pippa Goedkoop	09.05.2023	17.05.23	Category 2 Policy for 21st June 2023 Bridewell Court Meeting	April 2024

Category definitions
<ol style="list-style-type: none"> <li>1. policies where there have been no changes</li> <li>2. policies containing minor changes of a factual nature</li> <li>3. policies which contain significant changes or are new and require thorough reading</li> </ol>

## Purpose

Through the Learning Support and Extension Policy Barrow Hills School aims to:

- Recognise the implications of the SEN Code of Practice (2015), the Equality Act (2010) and the Children and Families Act (2014) in our school.
- Define the school's approach to supporting and enhancing learning outcomes for children who have special needs and or require extension.
- Seek to provide early identification, learning support, extension and continuous review for all children with additional needs to enable them to reach their full potential as learners and be fully included in the life of the school.

Children with Special Educational Needs, English as an Additional Language, and children who need extending are the responsibility of all class and subject teachers. We recognise that the majority of support and extension that the children need at Barrow Hills will take place within a whole class context.

## Special Educational Needs

### 1. Definition

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

Children are identified as needing extra support when their learning difficulty or special educational need calls for special educational provision. This provision may be additional or different to that normally available to children of the same age within a classroom setting and when the child's needs cannot be met within the class teacher's usual differentiated planning.

### 2. Identification

Special Educational Needs 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

They may also have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

The four broad areas of need can be summarised as:

- Communication and interaction (e.g. Speech and Language)
- Cognition and Learning (e.g. Specific Learning Difficulties, Dyslexia, Processing)
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs (e.g. Vision, Hearing, Occupational Therapy Needs)

At Barrow Hills we aim to identify children with additional needs as early as possible. We do this through a graduated approach which is to **assess, plan, do and then review** as set out in the Code of Practice (2015).

### 3. Assess

#### Assessment for SEND Learners

We use both formative and summative assessments with children, teacher observations, teacher feedback, parental feedback and child feedback to gather a clear picture of need.

Examples of assessments used are: Baseline assessment in Reception, The Phonics Check in Year 1, Cognitive Ability Testing from Years 2-7, PIRA reading assessments, PUMA maths assessments and the Single Word Spelling Test. There is a referral system in place so that teachers can request further support or an assessment via the Learning Support Department. We may also recommend the support of outside agencies for more specific assessment. The Head of Learning Support meets with the Director of Teaching and Learning to track children's progress using the available assessment and progress data.

### **Outside Agencies**

There will be a small number of children who, despite having differentiated support from teachers and the Learning Support Department, require specialist outside agencies to assess them or work with them. Outside Agencies that the school works with include: Specialist Assessors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Clinical Psychologists.

### **Education and Health Care Plans (Previously named Statements)**

In a very small number of cases the school or parents/legal guardians may request the Local Authority to do a Statutory Assessment of a child's Special Educational Needs. The Education and Health Care Plan is a legal document which determines the SEN provision for a child where resources and interventions available are insufficient to meet their needs. The Local Authority will need very detailed information and assessments to meet the criteria to evidence a child qualifies for one of these plans. If it is felt that an application for an EHCP is necessary, the Head of Learning Support will work closely with parents to create the documentation needed.

### **Collaborative Approach with Parents and Children**

The Learning Support Department at Barrow Hills works closely with parents, teachers and children to determine the best outcomes for children with SEND. Meetings with parents, children and key teachers are held as needed to continue to ensure the parent and child voice is heard. Barrow Hills is committed to working closely and flexibly with parents and children. Our aim is to ensure that parents and children are fully aware of the school's expectations and the child's progress, encouraging an open working relationship.

### **Plan**

If a child's needs cannot be met within the usual teachers' differentiated planning, the Learning Support team provides support to teachers with their planning and differentiation. Some children have more significant needs requiring additional targets and a learning plan. When appropriate, the school targets are planned with the child, the child's key teachers and their parents. We believe it is vital to include the child's voice where appropriate in their targets. The Learning Support Department plans their support work with relevant class teachers to ensure all of their input is relevant to the classroom and schemes of work. The Learning Support Department plans targeted support as soon as a need arises and we respond uniquely to the needs of the children, e.g. targeted comprehension work in Year 8 or phonic skills in Year 1. In addition, where necessary, the SEND register contains teaching ideas and support strategies for each child on the SEND register.

## **4. Implement**

### **The Graduated Approach at Barrow Hills School**

Having identified the pupils who require additional support for learning, they will be assigned to the relevant Waves of Support.

#### **Wave 1**

##### **Whole Class Level - Quality first teaching for all pupils - needs are supported within a class context**

Teachers differentiate and plan learning for all children. Medium term planning identifies differentiated outcomes for children using a 'must, should and could' approach. Staff inset, department meetings, weekly staff meetings and extended staff meetings are used to inform staff of the particular learning differences of each child and provide a forum for discussion about children's additional needs and how these can be supported.

Classroom strategies are used to support learning difficulties such as those suggested by Neil MacKay in 'Removing Dyslexia as a Barrier to Achievement'. In addition, the Learning Support team liaises regularly with class teachers to advise on best practice for supporting learners with additional needs. For example, specialised equipment can be recommended such as reading rulers, sand timers for focus, ideas for special class targets, word banks, resources from wave 2 sessions such as ~~word fans~~ vocabulary banks. In addition, strategies can be given for supporting learners with e.g. working memory and processing difficulties, handwriting, OT, concentration and focus. The Special Educational Needs Register also contains support strategies for a range of learning difficulties.

##### **Wave 2 - needs are supported through small group activities**

Some children will benefit from further intervention in addition to Wave 1 support. Wave 2 support at Barrow Hills is small group support. There are criteria for entry into Wave 2 booster groups at Barrow Hills School. We use the school's assessment and tracking data, as well as evidence from in and out of the classroom e.g. children who complete work at a 'must' level and do not regularly progress to the 'should' outcomes may be highlighted as requiring further support. Many Wave 2 groups assist pupils in specific areas and are set up according to need. Examples of Wave 2 groups at Barrow Hills include handwriting and fine motor skills, Read Write Inc, spelling, comprehension, reading, exam skills and revision techniques.

##### **Wave 3 - needs are supported through 1-1 support**

Occasionally, children require more individualised support in specific subjects or areas.

Examples of individual support provided in school to children include: Word Wasp, Toe by Toe, Power of 2, Plus 1, Nessy Reading and Spelling, extra reading, Friendship skills, Social and Emotional Support when needed and speech and language support.

We may identify a small number of children who would benefit from some 1:1 specialist teaching from members of the Learning Support team or external specialists. This goes beyond the scope of targeted interventions and is individualised support. There would usually be an additional cost to parents for this.

Where children need 1:1 support in accessing the curriculum within lessons, this can be discussed on an individual basis. We may employ additional staff at a cost to parents to cater for this need.

## **5. Provision-Mapping Target Setting**

At Barrow Hills we believe it is crucial that children are able to develop independent strategies and an awareness of their metacognition (how they learn). We are aware that we are preparing them for Secondary School and our support must prioritise this. For some children with more significant learning needs, key teachers, alongside the Learning Support Department, create targets and provide resources; and set expectations and success criteria. We believe that, when appropriate, the child concerned needs to be actively involved in reviewing and setting these targets. Parents and key teachers may also contribute to these targets. Teachers are responsible for supporting and reviewing targets alongside the Learning Support Department.

This system follows the Assess, Plan, Do, Review model as set out in the SEND Code of Practice (2015). These targets are reviewed regularly. Some are reviewed more often, depending on the needs of the child.

## **6. Reviewing**

The department regularly reviews all areas of its practice. Children can evaluate the effectiveness of their additional support through the use of success criteria checklists, skills objectives and self-reflection activities and evaluations. Children can bring their exercise books to the Wave 2 groups or Wave 3 sessions to see how they are transferring their skills from these sessions to the whole class. The Head of Learning Support and Extension reviews, along with Teaching Assistants on the team and class teachers, the most effective teaching practices to ensure the most positive outcomes for children with SEND. A weekly SEND meeting is held with all staff who provide additional support to individual children. Regular liaison happens between the class teachers and the Learning Support Department, to ensure that needs are being met and to make the most efficient use of resources so that children are able to achieve within a whole class context.

## **7. Pupils with exam concessions**

Barrow Hills follows the guidance set out by the Joint Council for Curriculum Qualifications (JCQ) in relation to children who qualify for exam concessions. The Learning Support Team works closely with parents, children and future secondary schools to ensure exam concessions continue to remove barriers to education.

## **8. Pupils requiring learning enhancement and extension**

We believe that able children should be mainly extended with their learning within the classroom setting through differentiated teaching. Where additional extension is appropriate, the school runs enrichment sessions, which may be subject specific or more general, and be as a group or on a 1:1 basis. Additionally, form teachers and subject teachers monitor and enhance children's special talents through arranging special enrichment and extension activities, for example, visiting speakers. This learning enhancement permeates classroom practice throughout the whole school.

## **9. Children's special talents**

We have a register at Barrow Hills of all children who display talent in a particular area. Enrichment sessions are offered where appropriate.