



# CRICKLADE MANOR PREP

## Learning Enhancement Policy

Whole School	Agreed	Review Date	Reviewed by
Yes (including EYFS)	January 2024	March 2025	<i>CB</i>

Year	Amendments
2024	Combining of GATi, EAL and SEND policies: Learning Enhancement Policy

## 1. Introduction

Cricklade Manor Prep is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND), English as an additional Language (EAL) and recognising pupils who are Gifted and Talented (GATi). This policy works towards eliminating disadvantages for pupils with SEND, EAL and GATi by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

Provision is made at the school for students whose first language is not English. Experienced teaching staff guide pupils towards an accelerated understanding of reading, writing, speaking and listening in English. The EAL students will then be able to cope better with their subjects, as well as conversing with their fellow pupils and teachers.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our School we aim to provide a curriculum that is appropriate to the needs and abilities of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy outlines the School's practice and procedures relating to the support of able and talented pupils.

All children have the potential to improve their level of performance and to become more "able" acquiring and developing their skills through hard work. There will be those who are considered "exceptionally able" or "Gifted," whose individual needs will require special provision.

"Talented" children are those who are able in Art, Drama, Music and Sport.

Teachers will monitor the performance and progress of all children using assessments and examinations throughout their time in the School. The School considers that "exceptionally able and talented" pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.

## **2. Definition of special educational needs**

A child or young person has SEND if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's [EAL Policy].

## **3. Definition of disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

## **4. Identifying and supporting pupils with SEND. EAL and GATi**

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, despite additional support, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received. Parents should always be consulted, be kept informed of any action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action. Parents will acknowledge their understanding of any enhanced provision put in place for their child by signing the Learning Support Plan and understand that the learning journey will differ to those of their peers according to the severity of their challenges.

When a child demonstrates behaviour that is consistently unacceptable, a pastoral support plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented.

If there are significant emerging concerns, or identified SEND, the School will act to put appropriate special educational provision in place considering any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes according to their age, maturity and capability.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. This will include but not be limited to internal assessments, standardised testing, outcome of examinations and progress reports. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on Sharepoint in the Learning Support Folder.
- **Do:** Teachers will work closely with the SENCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly after the mid term Assessments. Teachers, working with the SENCo will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

We use a range of strategies to identify exceptionally able and talented children. The identification process is on-going though it is based, for the most part, on performance in formal assessments together with the professional judgement of teachers. Further information, taken into account, will include.

- Information from parents and carers
- Information from previous teachers or pre-school record
- Discussions with pupils
- Observations in the classroom
- Pupils performing ahead of their year group
- Pupils of observably high intelligence and / or achieving high scores in nationally standardised tests or examinations (SAS > 125)
- Pupils who are exhibiting behaviour traits for which a more challenging approach is effective
- Pupils for whom parents and teachers have recognised a particular gift or talent which could include physical talent, mechanical ingenuity, ability in expressive, visual and performing arts, outstanding leadership and social awareness and creativity
- Pupils whose achievements have been acknowledged outside school
- Educational Psychologist's Report

Able and talented pupils have equal access to all aspects of the curriculum and school life. The School recognises that some exceptionally able and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in subjects in which they are able and talented without reducing the breadth of their curriculum and personal experience of any extracurricular activities.

EAL children are supported by providing a happy, relaxed and caring atmosphere in order to ensure that pupils settle in to the school as soon as possible and feel ready to begin, or continue to learn English. By creating an ethos where a pupil will develop a love and enjoyment of learning English despite any frustrations it may cause in the beginning. By assessing the pupils' initial level in English and providing them with a programme that encourages progress and continuity. This will develop in the pupil a sense of confidence and motivation to speak English and therefore improve their ability to socialise with peers.

The main role of the teacher is to support the learning of the EAL pupil. When the opportunity is available for teaching to be carried out in small groups or on an individual basis depended on their need. The content of these lessons is based upon a combination of:-

- teaching specific communicative functions such as expressing opinion, certainty and doubt or asking and answering questions
- teaching specific target language structures such as nouns, verb tenses and plurals
- integrating the four language modes of speaking, listening, reading and writing into meaningful, contextual activities
- teaching language needed to fully access the curriculum eg mathematical or scientific vocabulary.
- CPD sessions are assigned as appropriate and Phonics support.

#### **5. Recording progress of pupils with SEND and GATi**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Learning Support Plan. This is drawn up by the SENCo in consultation with the pupil's teacher, the pupil and their parents and Sharepoint. The Learning Support Plan contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Learning Support Plan was drawn up and date for review.

The Learning Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCo

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the year to see how much progress they make compared with that of their peers based on standardised testing.

If possible, all prospective EAL students are given an initial assessment paper before they arrive in the school. Upon arrival, students also complete PIRA testing, which are useful diagnostic tools in determining areas of weakness which can be worked upon. EAL pupils sit the termly assessments with the other pupils.

#### **6. Early Years Provision:**

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEND provision in the EYFS provision is Miss Tiffany Barrett. The child's Key Worker/Class Teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

#### **7. Identifying and supporting pupils with SEND in EYFS:**

The Key Worker/Class Teacher will raise any concerns via the SEN referral form, and notify the SENCo of its creation. After an initial 6/8 week observational period, if there is no improvement in progress, despite additional support, parents will be contacted to discuss the issues raised. The child will have an EYFS Pupil Support Plan, which details the support being given. This is reviewed half termly and if it is felt that a greater level of support is needed, the SENCo will become involved and the child will be added to the SEN register. It is at this point that the SENCo in consultation with the Key Worker/Class Teacher, may suggest involvement of external agencies (Speech and Language, Occupational Health, Educational Psychologist as necessary). If the desired level of progress is made, the child can be removed from the SEN Register but continue to be monitored by the Key Worker/Class Teacher.

We do not identify children in EYFS or Year 1 as GATi, but recognise that they may be achieving higher scores, meeting ELG's earlier than their peers.

##### **a. The school's SEN provision**

- The School's SEND provision currently includes:
- in-class differentiation,
- learning support (in and out of class),
- additional specialist teaching,
- support from the SENCo,
- additional one-to-one lessons (usually charged to parents),
- Targeted CPD sessions for staff, parents and volunteers.

##### **b Special provision for our Gifted and Talented children**

Pupils who are identified by the School as being Gifted and talented are monitored throughout the academic year. The subject teacher and Subject Leaders monitor the progress of our exceptionally able children termly in their area of ability and seeks to ensure that teachers are providing appropriate challenge within their lessons and to identify other opportunities in which the School can provide, stretch and challenge. This is achieved through liaison with the Subject Leaders, lesson observations, work scrutiny and pupil discussions. (Gifted, Talented, Able and Interested (GATi) pupils are recorded on the GATi register for the following subjects Music, Drama, Art, Sports and Academic, following a referral and monitoring process, which is reviewed termly by the subject teachers and Subject Leaders

We make special provision in the following ways;

- Teachers plan work that is differentiated within tasks set and / or through outcome that will challenge our most able children by asking for greater depth of responses; a broader range of responses or that goes at a faster pace than expected.
- We offer a wide range of extracurricular clubs and activities.
- We undertake educational day visits and residential visits to enhance all of our children's experience of the curriculum and this benefits our most able children significantly.
- We recognise the value and challenge of asking children to carry out independent study and provide opportunities where appropriate.
- We recognise the importance of children setting their own questions and investiGATions and provide opportunities where appropriate.
- We ensure that our most talented performers in sports are offered the opportunity to play for school teams based on a judgement of ability, and not age, and that they are supported in their sports activities outside school wherever possible
- We ensure that our talented musicians are encouraged to develop their performance skills through performance in assemblies and our Music and Drama Evenings. We also support able musicians in their musical activities outside school wherever possible
- We recognise the importance of stimulating the use of higher order thinking skills rather than asking children to complete more of the same
- Children on the GATi register to attend weekly extension Maths and English CPD sessions

## **8. Further aspects relating to SEND provision**

### **a. Admissions**

The School is not academically selective and welcomes children who can make the most of the opportunities offered and can flourish in its caring and high achieving environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a child with SEND in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's assessment so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy and is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

### **b. Withdrawal**

Where, after reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a child with SEND or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

### **9. Pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. This will be in line with the Admissions Policy and ensuring the school has the capability to fulfil the recommendations. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **10. Three-year accessibility plan**

A copy of the School's Accessibility Plan can be provided upon request by writing to Mr G Barrett. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **11. Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and FBV implemented through the school's Language for Learning, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.



The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **12. Entitlements to additional time and/or support in external assessments**

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the SENCo with regard to any application for additional support as soon as reasonably practicable. The SENCo will process applications for appropriate examination access in conjunction with the child's form teacher and Director of Teaching and Learning.

### **13. Concerns**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCo if their child's progress or behaviour gives cause for concern

### **14. Leadership and Management and staff responsibilities**

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEND.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator SENCo is Miss Tiffany Barrett. Their responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Head and Wishford Governance
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEND, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEND
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

The School's Learning Support Department consists of 1 specialist teacher and 5 teaching assistants including ELSA support teacher. All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

The Director of Teaching and Learning will act as coordinator for exceptionally able and talented pupils at the School. The Subject Leaders will

- Review children in consultation with other staff
- Monitor their subject's provision for pupils identified as being exceptionally able or exceptionally talented
- Monitor the progress of pupils identified as being exceptionally able or exceptionally talented based on ARE's.

The Director of Teaching and Learning will monitor the School's provision for pupils identified as being exceptionally able or exceptionally talented

- progress of pupils identified as being exceptionally able or exceptionally talented based on end of year examinations and other assessment procedures.

#### **15. Review**

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND.