



BILTON GRANGE

PREPARATORY SCHOOL

Learning Development Policy incorporating Educational Health Care Plan Policy

September 2021

The person responsible for updating this policy and for overseeing its implementation within Bilton Grange is the Head of Learning Development, Nicola Sodhi.

The person responsible for implementing this policy in the Early Years is Charlotte Meyer.

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INTRODUCTION

This policy should be read in conjunction with the *Special Educational Needs and Disabilities Code of Practice 2014 - updated May 2015 (SEND Code 2015)*, *The Equality Act 2010*, *The Children and Families Act 2014*, *The Bilton Grange EAL Policy (No. 75)*, *The Bilton Grange Admissions Policy (No. 53)*, *The Bilton Grange Academic Policy and Practice Policy (No. 15)*, *The Bilton Grange Disability Policy (No. 8)* and *The Bilton Grange Accessibility Plan*. This document is a statement of the policy for the teaching of children with special educational needs or disabilities at Bilton Grange.

At Bilton Grange we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Definition of special educational needs

In this policy 'special educational needs' refers to a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2015).

Children have a 'learning difficulty' if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age and/or
- Have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

'Disability' is a 'physical or mental impairment which has a long-term and substantial adverse effect on [their] ability to carry out normal day-to-day activities' (The Equality Act 2010). This includes sensory impairments: sight, speech, hearing; developmental impairments: autism spectrum conditions, dyslexia and dyspraxia, memory, ADHD and other mental health conditions; asthma, diabetes, epilepsy or cancer.

‘Special educational provision’ refers to provision which is additional to, or otherwise different from the educational provision made generally for children of the same age in schools.

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

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 Bilton Grange EAL Policy (No. 75).

The Graduated Approach to SEND

Pupils requiring specialist provision that is ‘additional to and /or different from’ that of children of the same age (SEND Code 2015) are identified as having needs across one or more of the following four areas:

- **Communication and Interaction**
This includes children and young people with speech, language and communication needs, and also likely to apply to those with Autism Spectrum Disorder
- **Cognition and Learning**
This includes moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health**
This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or physical symptoms that are medically unexplained. It also includes disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs**
This includes children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers.

This policy ensures that planning and assessment for children with special needs takes account of the type and extent of the difficulty experienced by the child. Bilton Grange operates the 4-stage graduated approach of ‘assess, plan, do and review’ (SEND Code 2015) when dealing with children who may have a learning difficulty or disability. We recognise that a child may require additional support either throughout their school career, or for a short period of time, and, as such, children’s needs are assessed, planned for and reviewed on a regular basis.

BILTON GRANGE LEARNING DEVELOPMENT & EHCP POLICY

All children are entitled to a broad and balanced education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further/higher education or training.

The Aims of the Learning Development Policy

The aims of the Learning Development Department (LDD) are to create such an environment where the needs of each child are identified, monitored and provided for in order to achieve their outcomes.

The Learning Development Department, overseen by the Head of Learning Development, the Assistant Head Academic and the Headmaster will:

- Determine the strategic development of and oversee the day-to-day operation of Bilton Grange's Learning Development Policy within the School.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Identify the needs of pupils with SEND as early as possible through information gathering from parents, staff and external agencies.
- Co-ordinate specific provision for pupils with SEND, including those who have EHCPs.
- Ensure all staff understand their responsibilities to pupils with SEND and the School's approach to identifying and meeting SEND.
- Ensure that teachers are given any necessary information relating to a pupil's SEND (if known) so that teaching practices are appropriate
- Communicate with parents at different stages of the 'assess, plan, do, review' cycle to ensure parental insights are considered in order to gain a better understanding and involve them in their child's educational journey.
- Liaise with the School's medical team and external professionals and agencies when pupils' needs cannot be met by the School alone.
- Ensure that the School keeps records of all pupils with SEND up to date.
- Provide opportunities for training on SEND reform and issues.

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.

IN PRACTICE

Admissions

Bilton Grange is a mainstream school and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment.

Bilton Grange endeavours to ensure that it is able to fully support the needs of all prospective pupils and the School's curriculum and schemes of work take proper account of the needs of all pupils, including those with SEND. Parents of children with SEND are advised to discuss their child's requirements with the School before their child's Taster Day and are asked to provide a copy of any reports which will help the School consider the application for a place. Bilton Grange will always consider its obligations under the Equality Act (2010) and the Bilton Grange Admission's Policy (No. 53) applies equally to all potential pupils.

Measuring Progress of Pupils with SEND

Bilton Grange regularly reviews pupil progress to help monitor whether children are making expected progress. To tailor teaching to meet the needs of pupils, children are set in core subjects (maths and English) from Third Form (year 5) and by the Fourth Form (year 6), most academically demanding lessons are taught in sets. Small, differentiated classes allow for plenty of reinforcement within a nurturing environment and often benefit from the additional support of a teaching assistant, who is directed by the teacher to work with pupils in a variety of different ways.

Assessment

This section of the Learning Development Policy should be read in conjunction with the Academic Policy and Practice Policy (No. 15).

Children in Pre-Prep are monitored through a range of assessments. In the Lent term, years 1, 2 and 3 sit Progress Tests in Maths and English (GL Assessments) annually. Children in years 1, 2 and 3 also complete independent, termly writing assessments. In September, all children in years 3 complete Dyslexia and Dyscalculia Screeners, as well as any new starters throughout the year. In March, all children in year 3 complete the dyslexia screener. Any children flagged on the assessments are monitored closely and the Assistant Head of Learning Development, class teachers and parents will discuss the results and any next steps. In January, year 1 complete the NGST (spelling assessment) and year 3 have VR/NVR assessments.

In Reception, a baseline assessment against the Early Years Foundation Stage Framework (Tapestry) is completed in September and a further end of year assessment against the Early Learning Goals takes place in June.

Children in the Prep school are assessed annually using: Progress Test in English, Progress Test in Maths and Verbal and Non-Verbal tests (GL Assessments). Whole-school assessments help develop an understanding of underlying ability, strengths and weaknesses, as well as providing indicators to progress and expected levels for individuals in the future.

In addition to whole-school assessments, pupils' literacy and numeracy skills are assessed through formative end of topic assessments as well as summative tests such as NGST and NGRT, the Single Word Spelling Test and PIRA. At the request of staff and/or parents the Learning Development Department will also conduct assessments using informal methods or standardised testing to identify pupils not making expected progress at the request of staff and/or parents.

SEND Support and the Learning Development Department List

All children are entitled to 'quality-first teaching,' also known as 'universal provision' and it is the class teacher's responsibility to adapt their teaching to meet the strengths and needs of all their pupils. The department facilitates children's access to as many elements of the School curriculum as possible through making 'reasonable adjustments' to ensure the provision of high quality teaching which is differentiated and personalised.

Where Bilton Grange considers that a pupil may have a learning difficulty, the School will do all that is reasonable to report and consult with parents and the pupils (as appropriate) to help determine the action required including whether additional support is needed. In cases where a child is not making the expected progress, despite quality-first teaching, the Department will intervene by providing additional support and at such time, the child is placed on 'Monitoring' on the Bilton Grange LDD List and their progress is monitored.

Identification of Pupils with SEND

The identification of SEND is built into the overall approach of monitoring progress and development of all pupils. Starting with the form and/or subject teacher, who is responsible for the development of all the children in their class, progress can be monitored on a whole year-group/school level.

Pupils making inadequate progress despite quality-first teaching and when annual assessment standardised scores fall below 85 (below average where 100 is the average) are identified as requiring additional and alternative provision and are placed on the LDD List. In addition, children whose standardised scores fall in the 86 – 95 band and who have been flagged as requiring extra support by the form or subject teacher may also be placed on the LDD List. Occasionally, children will score highly in whole-school assessments but still be placed on the LDD List due to a specialist assessor or educational psychologist's report which indicates specific assessment scores that fall below a standardised score of 85 and/or a specific learning difficulty (e.g. dyslexia) which requires additional or alternative provision. Furthermore, a child may be identified due to social, emotional or mental health needs and be placed on the LDD List.

For children in Early Years, who do not complete standardised testing, progress is measured against the expected levels in the Early Years Foundations Stage Framework. In this instance progress will be discussed initially with the Head of Pre-Prep and the Early Years SenCo, so that progress can be monitored more closely and interventions can be planned and put in place. Parents are involved at the earliest opportunity and specialist external support will be sought where appropriate.

Recording Progress of Pupils with SEND

Bilton Grange will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHCP. This is recorded by way of a LDD List drawn

up by the Head of Learning Development and this document is available on the School's intranet (Common Area) and SEN Manager within iSAMs. Pupil Portraits are written for some Wave 2 and all 3pupils, drawn up in consultation with teaching staff, the Head of Learning Development, the pupil and their parents and kept on the School's intranet for staff to access.

Monitoring

Children are first identified through whole-school assessment procedures and/or staff concerns. Those who fall outside the expected standardised scores or grade boundaries are placed on 'monitoring' on the LDD List. Children can remain on 'monitoring' for up to a term before a decision regarding their progress is made. Children remain the responsibility of the form and/or subject teacher(s) and the support provided will largely be through high quality differentiated lessons to enable progress. Form tutors or subject staff monitor the child's development closely.

If a child has made inadequate progress, they are placed at 'Wave 2' of SEN Support on the LDD List.

Wave 1 – Quality First Teach Provision

All pupils

Wave 2

Where a child continues to have difficulties, they remain under the responsibility of the form and/or subject teacher(s). Overseen by the Head of LDD, teaching staff will take steps to provide differentiated learning opportunities to aid their progression, allowing most pupils to achieve their potential without additional support. These opportunities may include the deployment of teaching assistants to work with children either in small groups or individually within the classroom or teacher-directed withdrawal. They may access online intervention programmes; for example WordShark or Dyslexia Gold.

Children at 'Wave 2' support may have a Pupil Portrait which outlines key recommendations teachers can use in the classroom to support the child. Pupil Portraits are reviewed termly and shared with parents, who have an opportunity to meet to discuss outcomes and next steps.

Wave 3

Children who continue to make inadequate progress in a class setting are placed at 'Wave 3' on the LDD List as they require support additional to and/or different from the differentiated curriculum. This support draws on evidence from teaching staff, parents and external agencies to match interventions to the pupil concerned.

Any child with a formal assessment will be placed on Wave 3 and have a Pupil Portrait which is available to all staff and outlines a child's strengths and weaknesses in addition to strategies and recommendations for meeting their learning requirements. Children will be set targets based on outcomes and needs, written with parental and pupil input, and reviewed termly.

Wave 4

A child with lifelong or significant difficulties may undergo statutory assessment, a process which requires school, parents and external agencies to work together to apply for an EHCP. The graduated response of 'assess, plan, do, review' needs to have completed at least two full cycles

with clear evidence that despite the additional to/different from support put in place, the child continues to have significant difficulties in making academic progress.

Examples of interventions include:

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WAVE 1:

Quality First Teaching in the classroom based on:

- Inclusive learning environment
- Range of multi-sensory approaches used to support understanding and language
- Pupils encouraged to explain what they have understood
- Quality Feedback

WAVE 2:

- In-class TA
- TA withdrawal in small group or 1-1
- Non-Latin 'booster' sessions
- Computer-based reinforcement such as WordShark, NumberShark, Mymaths, Dyslexiagold,
- Touch-typing – BBC Dancemat and English Type
- Literacy enrichment
- Social skills and self-esteem/resilience boosters
- Fine motor skills

WAVE 3:

- 1-1 bespoke lessons
- External agencies involvement e.g. speech and language therapist, occupational therapist, physiotherapist
- School Counsellor (Frances Viggers)
- Psychologist intervention to support with anxiety/self-esteem and mental health difficulties
- External agencies involvement e.g. speech and language therapist, occupational therapist,

WAVE 4

- Multi-agency involvement
- EHCP recommended targets and interventions

Special Educational Needs in Early Years (Nest)

Bilton Grange takes pupils from the term after they turn 3. As a provision funded by the local authority to deliver early education places, we have regard to SEND Code 2015 in the following ways:

- We plan effectively to meet the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs;
- We have a clear approach to identifying and responding to SEN

- Progress of each child is monitored and reviewed throughout the year to ensure progress is as expected against the EYFS Outcomes.
- The assess/plan/do/review system is used to create a graduated response to the child's needs. Any concerns are passed on by Nest staff to the Assistant Head of Learning Development, who will assist in the observation and monitoring of progress, as well as next steps to help meet the child's needs.
- Children identified as requiring support in one of the four areas of need will have their own IEP (Individual Education Plan). This is reviewed termly during the child's focus week. This plan is written by Miss Payne, in collaboration with the parents.
- Where appropriate and required the help of external specialists is sought (*e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.*). External advice will be supported when suitable for the setting.
- If a pupil's needs are greater and require further support, we may request an EHC assessment with Warwickshire County Council, supporting the parents with this process.

Parents are involved at each stage and at the earliest opportunity

Working Together

The LDD works closely with all departments across the Prep and Pre-Prep. Information about relevant pupils is available on the Bilton Grange intranet and with SEN Manager with iSAMS to aid effective communication of pupils' needs and provision. A hard copy of information about pupils is also stored in LD2. In this way every staff member has access to complete and up-to-date information about pupils with special needs and their requirements, which will enable them to provide for the individual needs of these pupils. The LDD is represented at every whole-staff meeting and at academic meetings on a regular basis, and at such times, information about pupils is shared and strategies discussed.

Sometimes external professionals and agencies are called in to work with children, either for a one-off session, fixed-term or to provide on-going support. In these cases, external professionals and agencies are usually funded by the child's parents and all reports and recommendations are shared with the family as well as the school.

The LDD works closely with parents, through regular contact at parents' meetings and via email to ensure that parents are kept up-to-date with their child's progress.

The LDD Team

The LDD department has full and part-time members of staff.

Teaching Assistants are timetabled to provide in-class support and work under the direct guidance of the class or subject teacher with groups or individual children. In addition, Teaching Assistants may run small group withdrawal sessions either directed by the class teacher or as part of the LDD intervention programme.

Individual teachers provide individual chargeable lessons for children at different levels of need, identified by the LDD department as needing more targeted and personalised support. Individual lessons usually support children with dyslexia, dyscalculia or more global learning difficulties.

Complaints

The LDD department very much operates an ‘open door’ policy and regular contact via email or phone is encouraged. Parents of children on the LDD register are invited to termly review meetings as part of the usual parents’ evening procedure used at Bilton Grange, but meetings can be arranged at any time when required.

Bilton Grange will listen to any concerns expressed by parents about their child’s development and any concerns raised by the children themselves. In the event of a family being unhappy with the provision put in place for their child, then open and honest discussion with the Head of LDD is recommended. If problems are not resolved, then complaints should be lodged firstly with the Assistant Head Academic and then the Head Master.

Review

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

A copy of the following publications can be found at:

The Special Educational Needs and Disabilities Code of Practice 0-25 (updated May 2015):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Equality Act (2010):
<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Children’s and Families Act (2014):
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Early Years: guide to the 0 to 25 SEND code of practice
[Advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/0-to-25-send-code-of-practice-early-years-guide.pdf)

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	22 September 2021