



# St Christopher's School

---

## LEARNING ENRICHMENT POLICY

<b>Policy to be reviewed biennially</b>		
<b>Reviewed by</b>	<b>LE Coordinator</b>	<b>January 2024</b>
<b>Approved by</b>	<b>Deputy Head Academic Head</b>	<b>February 2024</b>  <b>September 2024</b>
<b>Board Approval</b>	<b>Education Committee</b>	

<b>To be published on</b>	
<b>School network</b>	<b>✓</b>

To enable easier reading, this Policy is available in a larger font upon request

*This policy applies equally to the Early Years' Foundation Stage (Reception), Key Stage 1 and Key Stage 2 as taught at St Christopher's School*

This policy informs, and is informed, by the School's policies on:

- Behaviour
- Child Protection and Safeguarding
- Curriculum
- EYFS
- Online Safety

### **1. Background**

This document is a statement of the aims, principles and strategies for the teaching of pupils with specific learning difficulties or disabilities (SpLDD) and children with additional educational needs (AEN) and adheres to requirements of the Equalities Act 2010. The school pays due regard to its duties under the SEND Code of Practice.

St Christopher's School is keenly aware that addressing individual learning needs is the key to success for all pupils and this policy aims to provide a framework for the support of learning throughout the school. The School maintains a Learning Support Register and school-wide group provision maps broken down into years.

### **2. Aim of the policy**

ISI Code 3b [ISSRs 2014 Part1, Paragraph 2 (1) (b)(i); Part 1, Paragraph 2 (2)(h), Paragraph 3 (d)]

The School aims to enable pupils with additional educational needs (AEN) or specific learning difficulties and/or disabilities (SpLDD) to achieve their full potential by:

- ensuring that any AEN or SpLDD of pupils are identified, assessed and provided for in the school context wherever possible
- working with pupils concerned to enhance their learning skills and abilities with the aim to empower them with knowledge of their own strengths
- working with their teachers to ensure the best programmes of study for each pupil
- working with outside agencies, where necessary, to enable the greatest access to opportunities for pupils to progress in their learning

### **3. Objectives of AEN and SpLDD provision**

- to recognise and acknowledge the difficulties that pupils may encounter
- to address those difficulties by adopting a positive approach and dismantling misconceptions and fears

- to make reasonable adjustments by providing appropriate materials, resources, dedicated support and advice that is appropriate to individual needs to support pupils who are on the Learning Support Register
- to develop partnerships with all members of teaching staff to ensure that there is a positive approach to learning of those with AEN or SpLDD
- to enable pupils to feel successful in their learning, to increase self- confidence and esteem
- to work in partnership with their parent(s) so that they are informed if their child is receiving AEN or SpLDD help, so that we can work together to support their child's learning

#### **4. Learning difficulties defined**

A pupil is defined as having a learning difficulty if:

- a) in comparison to pupils of the same age they have significant or greater difficulty than the majority, requiring additional support to access the curriculum fully and achieve their full potential
- b) they have a physical disability, preventing or hindering them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

We identify four areas of need:

- Cognitive and learning needs, including specific learning difficulties such as dyslexia and dyspraxia
- Behavioural, communication and interaction needs, including autistic spectrum conditions
- Social, emotional and mental health difficulties
- Sensory and/or physical needs – including visual or hearing impairments

#### **5. Staffing**

The Learning Enrichment Co-ordinator has specific responsibility for the AEN and SpLDD provision, reports to the Senior Leadership Team and is part of the Subject Leader group. They work part time and is supported by another member of staff who also works on a part time basis.

#### **6. Admissions Policy**

The School takes up to 40 children into Reception, via assessments in the January before entry. We don't look for a generic type of St Christopher's child; if a child is offered a place, it is because the School feels that St Christopher's would be the best place for her to achieve her potential.

Both at the application stage and the admissions process, the parent(s) or carer(s) are given the opportunity, and indeed encouraged, to notify the School of any disability or additional educational needs affecting their child of which the school should be made aware .

The parent(s) or carer(s) of a pupil with an existing educational report, Educational Health Care Plan and /or an Educational Statement are requested to submit copies of such papers to the Head's

PA/Registrar, who will then consult the Learning Enrichment Co-ordinator. Failure to disclose information regarding SpLDD or AEN issues may result in the School being unable to offer an adequate level of support. (need to check whether this could lead to the removal of a place offer).

The Learning Enrichment Co-ordinator along with the Head will review all documents provided to the school to establish a) whether any reasonable adjustments are required for the entrance assessment and b) **whether** any reasonable adjustments within the school and/or curriculum **are** required if the candidate is successful with their application. A meeting will be arranged with the parents of the child and the Learning Enrichment Co-ordinator and Head (latter as appropriate), so that steps to accommodate the needs of the child can be arranged, if necessary, in advance of the date of admission.

The management of the child's needs must be balanced against the physical constraints of the building and the level of support that the school can give the child. Where the level of disability is such that the child could cope, then there is every chance that the child will be accepted into the school based on the school's Admissions Policy. However, if the School feels that it will not be able to commit itself fully to educating the child, due to constraints of the building (see Admissions Policy) or because the school may not be able to give sufficient individual support to the pupil, then the Head will explain carefully to the parent(s) the reason leading to this decision.

## **7. Identification of pupils with AEN/SpLDD**

The School aims to identify pupils with AEN/SpLDD or those for whom learning support would be valuable in the following ways:

- by the receipt of information for a previous school or other educational establishment
- by the provision of information by parents as described above
- by the raising of concerns by teaching staff about the learning progress of a pupil. In these cases, all staff should be aware of their responsibilities to refer concerns by means of the procedure identified below
- by reviewing the progress of all pupils through the School's assessment system and termly pupil progress review meetings
- by drawing a clear distinction in the identification process between low attainment - particularly in English and Maths - due to learning barriers and need, versus children who take longer to grasp concepts. In highly academic schools such as St Christopher's, where the pace of lessons is quick, this does leave some pupils seemingly behind their peers in the cohort. However, they may not necessarily have a specific learning need

To this end, we class pupils in particular waves of support, explained as the following:

### **WAVE 1- pupils being monitored after early identification of concern**

Pupils who are a worry or concern to either parent or teachers due to levels of attainment, or other behaviours affecting pupil learning, (sensory, attention, cognitive, emotional, social) and/or have been raised in pupil progress meetings or other staff communications, may, nevertheless, *not* require immediate specialist intervention.

These are pupils who are likely to require short bursts of input to consolidate their foundational knowledge and understanding of baseline concepts with phonics or numeracy. These could include those pupils who speak an additional language and do not have English as their primary spoken/written language (please refer to S17 for further information on EAL).

Pupils are taken out/or supported within class by a TA or a specialist subject teacher to offer additional support. Strategies and tools can be offered by the LE team to teaching staff to support any gaps in learning that are being flagged.

These pupils are monitored on a regular basis for response to this first wave of intervention. For instance, their progress may be updated in a section or pupil progress meeting.

Any concerns will be shared with parents including details of what the teacher is doing to support them and tips for consolidation at home.

In Wave 1, teaching staff will exercise care and caution to ensure that a more serious underlying concern does not go unreported.

### **WAVE 2: pupils who are still struggling relative to their peers following Wave 1 intervention**

Should the intervention described above in Wave 1 not make the difference or show significant improvement (after 1-2 terms) in a pupil's ability to grasp expected levels of achievement for their group, then referral for more individualised support via the Learning Enrichment team will be considered.

The form and/or subject teacher should share their ongoing concerns with their phase leader (Head of Lower or Upper School). The phase leader in collaboration with the teacher/s, examining the evidence at their disposal (books, performance in class, assessment data, pupil self-efficacy) will adjudicate as to whether the pupil should be referred to the LE team for investigation. The Phase Leader will report any decision to parents for approval.

If a pupil is referred to the LE team, a member of the team will observe the child in class, scrutinising other evidence as required. If the LE team consider that the child needs specialist intervention, the LE team will provide targeted support for a specified period with the aim of enabling the child to make the hoped-for progress.

### **Wave 3: children who have been diagnosed with a specific learning difficulty:**

If after time receiving LE intervention (one term at a minimum), no change is discerned, or if LE teachers feel there may be factors contributing to the concerns raised above, a meeting with parents/carers to suggest an external assessment should be held.

Upon any external assessments and diagnosis an Individualised Education Plan (IEP) should be devised and shared with parent/carers and relevant teaching staff. The IEP will be regularly updated by teachers.

This child will continue to receive specialist intervention from the LE team until such time as teachers and the LE team believe that the pupil's progress, and the quality of their all-round teaching, give strong grounds for ending such provision. Nevertheless, everyone will remain vigilant to ensure that child is thriving.

Any decisions about specialist provision, and the rationale for them, will be communicated promptly to parents.

Concerns raised by a parent and/or teacher



Pupil supported by a combination of form teacher, TA and specialist teacher



This initial intervention isn't making the hoped-for progress: teacher refers to phase leader



The phase leader decides that referral to LE team appropriate



LE team observes pupil, concludes specialist intervention required



Agreed period of specialist LE intervention doesn't bring hoped-for improvement: LE team suggests EP report to parents



LEEP report brings back a SPLD diagnosis: pupil continues to receive LE support  
IEP compiled by teachers, shared with paren

## **8. The AEN register and Learning Support Provision Maps**

When a pupil is identified as having a learning need, her ISAMS (school DMS) profile is updated accordingly and added to the Learning Enrichment AEN register and provision map on SharePoint. In this way all members of staff are readily able to see who is currently receiving learning support as well as a summary of their difficulties. Pupil profiles and relevant documentation such as summaries of educational psychologists' assessments may also be attached to pupils' profiles. It is a requirement for teachers to read and use this information in the planning and provision of their lessons.

For any pupil with AEN or with a severe SpLDD, we take every reasonable step we can to ensure their welfare. Such pupils, in the interest of their welfare, will sometimes require an amendment to the normal programme of study, whilst at the same time being given equal access to the academic curriculum. The Learning Enrichment Co-ordinator, in consultation with the Deputy Head Academic and the Head, liaises with the Bursar where necessary over matters of access and Equality Act 2010 legislation and SEND code of practice.

## **9. Pupils with an Educational Health Care Plan**

Where a pupil has an Educational Health Care Plan (EHCP) prepared by the Local Authority (LA), the School will work with this body to ensure that the provisions of the statement are addressed and that the relevant IEPs are prepared and enacted according to the relevant statutory requirements. It is the duty of the Learning Enrichment Co-ordinator along with the Deputy Head Academic to advise teachers on the particular needs of the pupil and recommend strategies for teaching them. All EHCPs will be reviewed annually with the representatives from the LA for pupils with an Educational Health Care Plan with the SENCO, Deputy Head Academic and Head. Furthermore, the Head will liaise with the Bursar when necessary, over matters of access and the Equality Act 2010 legislation.

## **10. Access Arrangements for public examinations**

The Learning Enrichment Coordinator will review the needs of pupils identified for access arrangements in public examinations and internal examinations to ensure their needs are met wherever possible, advising teachers as appropriate. Access arrangements will only be granted in pursuance of an Educational Psychologist's report, or the assessment of a qualified professional (such as a medical assessment for ADHD).

For public examination (11+), access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications ([www.jcq.org.uk](http://www.jcq.org.uk)). An assessment for a recommendation for such access arrangements will have been carried out by a member of the Learning Enrichment Department. This information will be shared confidentially with senior schools on request, usually in a school reference. Senior schools ratify the award of access arrangements for pupils at 11+.

Wherever possible, teachers help pupils who have access arrangements acclimatise to school exams by granting them the same dispensations (such as extra time in an 11+ practice test). This takes any uncertainty away from pupils and ensures it becomes their customary way of working well in advance of 11+.

Here is the 2024-25 access arrangements guidance from the London Consortium which we apply in their 11+ test:

<http://london11plus.co.uk/>

## **11. Provision of auxiliary aids for pupils with LDD**



Some pupils may require the use of auxiliary aids, such as induction loops, reading pens or other specialist equipment to enable them to fully participate and access the curriculum. Where a request is made for the school to provide such equipment, consideration will be made on a case-by-case basis, in accordance to what is reasonable with regard to all the relevant factors such as the benefit to the individual and the corresponding disadvantage of not having it, and the allocation of the school resources and those by external authorities.

### **13. Remote Learning**

During periods of enforced remote learning provision our aim is still to support pupils on the whole school provision map, as follows:

- maintaining a provision of individual or group support as deemed necessary prioritised by need to ensure continued development of learning skills and abilities for pupils continuing a positive approach to learning
- working with their teachers to ensure the best programmes of study for each pupil and any support to differentiate and ensure participation is given
- ensuring teachers continue to receive feedback from support sessions to inform their teaching approach
- working with outside agencies, where necessary, to enable the greatest access to opportunities for pupils to progress in their learning
- where a pupil has an Educational Health Care Plan (EHCP) prepared by the LA, the School will work with this body to ensure that the provisions of the statement are addressed, or information required for application is provided
- Maintain close links with parent(s)/ carer(s) regarding the progress of pupils with an identified SpLD or AEN.

### **14. Roles**

In order to give every child with additional educational needs access to a broad and balanced curriculum, staff support individual needs in the follow ways:

#### **The Form or Specialist Teacher**

- identifies pupils giving cause for concern (or listens to those of a specialist)
- keeps track of each pupil's progress
- liaises with Learning Enrichment Co-ordinator and parent(s)/carer(s), records decisions on meeting forms and progress against targets on the AfL forms or IEP
- plans differentiated work/outcomes for pupils
- liaises with the Learning Enrichment Co-ordinator for strategies, structure and plans for pupils at all stages
- liaises with Learning Enrichment staff to write IEPs for cohort
- directs in-class support
- when planning lessons teachers should be mindful to design smart board presentations or written instruction on worksheets with dyslexia friendly font (Calibri font, size 12, black on a pale muted (ex. Cream, pale yellow) background.

- some pupils will benefit from enlarging a text, being provided with reading rulers, and a reduction in the amount of colour/diagrams/ or unnecessary information on the boards and displays in the room.)
- children with needs should not be expected to copy from the white board but instead be provided with the relevant text hard copy to refer to in lessons

### **The Learning Enrichment Co-ordinator**

- supports all staff in setting up and maintaining AEN procedures
- offers advice and support with the identification of Learning Support
- maintains the current register for pupils
- maintains provision map for each class in collaboration with form teacher.
- discusses with the form teacher the use of appropriate external agencies
- liaises with Local Authority with regard to any pupils seeking an ECHP
- liaises with JQ Board with regard to arrangements for examinations
- provides opportunities for in-service training on AEN/SEND issues
- purchases appropriate teaching materials to meet the needs of individual pupils and reference information on Special Needs for all staff

## **15. Support for Teachers**

Teachers are supported in their teaching of pupils with AEN and SpLDD in the following ways:

- Staff INSET provided at regular intervals, as part of the cycle of compulsory training; all staff will receive regular updates and induction on AEN from the Learning Enrichment Coordinator
- information of strategies for teaching pupils with AEN or SpLDD available on ISAMS
- advice given on request to any teacher wanting support for teaching pupils with AEN or SpLDD.
- in-class observation of pupils and subsequent feedback from a member of the Learning Enrichment Department on request by any teacher

## **16. Reporting to parents**

The School works in partnership with parent(s) and carer(s) to endeavour to meet their child's needs and considers learning support to be a two-way process between school and the home. This works most effectively when there is open and regular communication between home and school.

The Learning Enrichment Co-ordinator reports directly to parents of pupils on the AEN register when there is an issue to be resolved, and parents are encouraged to contact the form teacher and Learning Enrichment Co-ordinator if they have a concern or require information. In addition, the Learning Support Coordinator reports formally once a year on the main reports of all pupils receiving regular individual learning support. They will also be present at parents' evenings.

## **17. Pupils with English as an Additional Language**

*'A child must not be regarded as having a learning difficulty solely because of language or the form of language of the home is different from the language in which they will be taught' (Dfe/DOH 2015:6.24).*

St Christopher's recognises that a diversity of languages brings a richness to life at the school. Cultural and linguistic diversity are valued by everyone. It is the aim of the whole school community to value the languages spoken at home by pupils of the school. All pupils at St Christopher's are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically.

### **Definition of Pupils who have EAL**

Pupils will be deemed to have English as an additional language if they speak one or more other languages to English at home; for those whose parent(s) speak English is a secondary language; or a language other than English is spoken at home.

### **Objectives of our EAL provision**

- to make provision so that all pupils who have English as an additional language can access the curriculum
- to identify all pupils with EAL at the earliest opportunity to support transitions on entry
- to make staff aware of pupils with EAL and to understand that have responsibility to ensure they support the language development of these pupils
- to recognise that learning English for those who have EAL may present some challenges in accessing the curriculum. However, the school is committed to ensuring that a child must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language in which she will be taught
- to foster and develop a supportive atmosphere for all pupils with particular recognition of some challenges faced for pupils for whom English is their second or additional language
- to enable pupils with EAL to achieve a command of English which is commensurate with that of pupils for whom English is their language so that they can communicate effectively in written and spoken terms

### **Identification and support**

- A register is maintained of pupils who have EAL. This is updated annually using information gained from the entrance form submitted by parents at the beginning of each academic year.
- All relevant staff are able to access this data, which is stored centrally on ISAMS, in order that they are aware of which pupils they teach have EAL in order to provide appropriately for them.
- We monitor the progression of pupils who have EAL through assessment data stored centrally in conjunction with the Assistant Head Academic and report on progress to the Head.
- Pupils who have EAL are monitored at the Whole Child Meetings which are held termly and are attended by all staff who teach the pupils in that year group in order to ensure that progress of these pupils is in line with their abilities and predicted levels of attainment.
- Appropriate resources will be provided to teaching staff, to use when supporting pupils who have EAL.

- Opportunities for EAL pupils to share their home languages and cultures in school in learning and in play is encouraged.
- We welcome all parents who have EAL into the school community and ensure all communication from the school is understood by them.
- We commit to communicating effectively with parents and involving them in their daughter's learning, making them aware of any additional provision their daughter is receiving.

### **Identification and Parental Links**

Parents are asked to inform the school of any additional languages spoken by their daughter on entry to the school through the pupil entrance form.

Should additional EAL support require their daughter to attend small group or one-to-one sessions the form teacher concerned will inform parents of their attendance.

Parents may request to a meeting with the teachers of these small group interventions. Teachers of these group will inform the form teacher or English teacher of the pupils' progress and can also report on aspects to parents at Parents' Evenings.

### **EAL Support**

Whilst St Christopher's School recognises the requirement for support in English will vary from pupil to pupil, we believe it is essential for provision to be in place to support those who have EAL in the form that affects their ability to work in the English UK curriculum.

We will provide EAL pupils with sufficiently challenging work and any necessary support so they can reach their full potential. We offer a curriculum that is culturally rich, relevant and sensitive.

Any support provided will take account of pupils at various stages of language development by supporting them in their development of literacy across the curriculum and higher order language skills.

Should provision for pupils with EAL in class require differentiation in planning, delivery or outcomes; this is indicated on planning so can be monitored by the deputy head academic.

## **18. Pupils with behavioural, emotional and/or social development needs**

St Christopher's is committed to supporting pupils with such needs. The involvement of the Learning Support Department is outlined in the Behaviour Policy and the Well-Being, Mental and Emotional Health of Pupils Policy. The Learning Support Department works with pupil counsellors, and the pastoral team to ensure that needs are met wherever possible.

## **19. Data Use and Storage**

### **Use of Data**

All data used by LE is for the sole purpose of assisting pupils' learning. This information may take many forms including, but not limited to, assessments, reports, emails, minutes of meetings, test and exam results, IEPs and learning reviews. This information will be shared by only those staff with direct contact/responsibility for the pupil involved.

**Storage of Confidential Information**

Sensitive or confidential information such as Educational Psychologist reports and similar will be securely stored and access to it strictly controlled.

**Retention of information**

All records will be stored in line with the School's privacy policy.

**20. Evaluation and Review of Policy**

This policy is formally reviewed every three years but updated regularly to reflect any changes in the legislative elements and functional aspects of its content.