

## **Send & Highly Able policy**

### **Introduction**

The aim of our work with pupils who have special educational needs and disabilities (SEND), reflects the aims of the College: to recognise and realise the potential of every pupil in the school.

A pupil has special educational needs if they have learning difficulties or exhibit abilities/talents, which require special provision to be made. The College follows the States of Guernsey 2004: Special Educational Needs Code of Practice.

As the College places emphasis on knowing its students extremely well and providing as personal a learning experience as possible, all pupils are monitored and supported according to their individual needs. However, it is recognised that some pupils may require additional support, either temporarily or throughout their school career.

The Special Educational Needs Co-ordinator (SENCo)/Head of Learning Support and Highly Able (HA) Co-ordinator is Miss Alison Coubrough-Barnett.

The Pre-Prep Department has a SEND Co-ordinator who works in conjunction with the Head of Learning Support.

This policy was reviewed Michaelmas Term 2019  
The next review will take place Michaelmas Term 2022

### **Definitions**

#### **Learning Difficulties**

A learning difficulty arises if a pupil has a significantly greater difficulty in learning than the majority of children of the same age, or a disability, which prevents or hinders the child from making use of educational facilities or from accessing the curriculum.

These constraints may be a combination of:

- Physical
- Sensory
- Social
- Emotional
- Behavioural
- Cognitive

Difficulties may be temporary or long term; mild, moderate or, occasionally, severe in nature.

## **Highly Able**

At Melrose, we refer to our ‘gifted’ pupils as Highly Able.

This refers to pupils who achieve, or have the ability to achieve significantly in advance of their year group within the school in an academic subject and these pupils would have achieved standardised scores of 130 or over in formalised testing carried out at various point throughout the academic year.

This also includes pupils who have the ability or potential to excel in Performing or Creative Arts and Sport.

Typically, these pupils will represent approximately the top 5% of their cohort.

## **Learning Difficulties - Aims and Objectives**

- To identify pupils who have learning difficulties in each cohort and to ensure that they are provided for
- To assess pupils in order to ascertain the nature of the learning difficulty and the level of support required
- To provide opportunities for pupils to reach their full potential by appropriate, differentiated and specific planned teaching programmes
- To ensure the welfare and needs of the whole child by offering emotional, social and academic support within the academic and pastoral framework of the school in order to maintain and, if necessary, improve self-confidence and self-esteem
- To monitor and track pupil progress using the school tracking system and consultation with teachers
- To ensure that parents/carers and teaching colleagues are kept fully informed as partners in the pupils’ learning, within the learning support context and advise them of strategies to support each pupil’s learning style and needs
- To ensure that pupils have a voice in the process to encourage them to be owners and managers of their own learning

## **Identification of Pupils Who May Need Learning Support**

**Identification of, and provision for, pupils with learning difficulties is the responsibility of ALL teachers in the school, supported by the Head of Learning Support, providing for their individual needs.**

- Teacher nomination – teachers who have concerns about a pupil will refer them to the Head of Learning Support for consideration about the level and type of support needed
- The use of standardised tests to highlight underperformance The use of the school pupil tracking system to highlight lower than expected progress
- Information from parents, outside agencies, previous schools
- Information from tests given on entry to the school

- Pre-Prep Practitioners will refer their concerns to their SEND Co-ordinator who will liaise with the Head of Learning Support

## **Procedures, strategies and provision**

### **Stage 1 – Monitor (N on Integris)**

- Class teachers/Pre-Prep Practitioners are expected to monitor the progression of ALL pupils and to differentiate accordingly to suit individual needs in the classroom

### **Stage 2 – School Action (K on Integris)**

- Interventions are required which are different from or additional to the school's differentiated curriculum
- Parents/carers are advised by the Head of Learning Support that extra learning support is being recommended for their child and, in consultation with parents, the nature and amount of extra support is discussed and put in place
- Specific areas of difficulty are identified and a Pupil Passport is created and given to both parents and teachers. Individual targets are set in discussion with the pupil
- Tailored support on a 1:1 or small group basis takes place with the Head of Learning Support/Learning Support Assistant. This may involve withdrawal from class but careful planning and communication ensures that aspects of the class curriculum are not missed. Parents are charged for this service
- Communication with parents/carers on the work being covered in-support lessons and the understanding shown takes place at least weekly, through written feedback in workbooks. Two-way communication is encouraged.
- Pupil Passports are reviewed and updated bi-annually and parents informed of progress through parent meetings and reports

### **Stage 3 – School Action Plus (K on Integris)**

- In some cases, there is a need for the use of outside agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Visual Impairment Service, etc. The Head of Learning Support will act as a liaison between parents, staff and pupil in these cases
- Dyslexia - If a child shows signs of dyslexia the Head of Learning Support will discuss this with parents and an initial screening of the child within school and/or referral for a full assessment at the Dyslexia Day Centre may be recommended

**Parents/carers are aware that the school has a Head of Learning Support and that they may be contacted directly, at any time, if they have concerns about their child.**

## **Roles and Responsibilities**

### **The Class Teacher/Pre-Prep Practitioner is responsible for:**

- Initial identification of pupils with learning difficulties in their class and/or specialist subject
- Setting appropriate targets for pupils with learning difficulties
- Ensuring appropriate provision through differentiated planning and making this clear on short term plans
- Using appropriate resources, where appropriate, to support pupils with learning difficulties
- Monitor the performance of pupils with learning difficulties and refer any concerns to the Head of Learning Support

### **The Head of learning Support is responsible for:**

- Identifying the pupils with learning difficulties (in conjunction with the class teacher) in the school
- Compiling and maintaining an up-to-date Learning Support Register
- Monitoring those on the Learning Support Register who do not receive additional learning support
- Keeping and maintaining all Learning Support records, including specialist reports
- Advising colleagues of suitable strategies for supporting those with learning difficulties in the classroom
- Write Pupil Passports for pupils who are having additional support from the Learning Support Department
- Planning and delivering programmes of work for those receiving additional Learning Support which provides for their individual needs and links very closely to classwork
- Purchasing and organising appropriate resources
- Co-ordinating and monitoring the provision of pupils with learning difficulties, including identifying pupils that require extra time for examinations and tests where required
- Liaising with parents/carers and outside agencies. (We operate an ‘open door policy’ and parents can make appointments to discuss their child’s progress throughout the academic year)
- Reporting to parents/carers through reports and parent meetings on their child’s progress
- Developing expertise through appropriate INSET
- Sharing expertise with staff through appropriate INSET
- Ensuring the transfer of information and support, where needed, to the Senior School

## **Monitoring and evaluating provision**

- A Learning Support Register is kept and updated regularly
- Progress is measured and monitored using standardised tests in literacy and numeracy, alongside the school's internal pupil tracking system
- Learning Support targets are linked to individual targets set by the class teacher and are evaluated termly to inform future planning for Pupil Passports
- Pupil Passports are evaluated and updated according to progress, twice yearly
- On-going information is shared between teachers and the Head of Learning Support through regular informal discussions
- All records are kept centrally by the Head of Learning Support and copies of Pupil Passports etc. given to teachers and parents/carers

## **Resources**

- Learning support room
- Practical resources e.g. write well mats, buzzers, games
- Smart board and associated resources
- Stile learning programme to support Mathematics, reading comprehension, phonological skills, spelling, punctuation and grammar
- TRUGS (Teaching Reading Using Games) packs
- Dyslexia Portfolio (screener)
- Nessy Spelling programme
- Dynamo Maths programme
- DILP (Dyslexia Institute Literacy Programme)
- Various computer/internet based support materials
- Head of Learning Support & Learning Support Assistants
- On-going staff training

## **Highly Able - Aims and Objectives**

- To identify pupils achieving at a level significantly beyond their peers, and to make appropriate provision which further develops their skills and abilities
- To identify pupils with the potential to perform at a level significantly above their peers, and to make appropriate provision to stretch them to achieve their full potential.
- To provide an appropriately challenging curriculum which create opportunities for ALL pupils to enrich and extend their learning
- To provide opportunity in the curriculum for all pupils to develop their higher order thinking skills and independent thinking

## **Identification of Pupils Who May Need Stretch and Challenge**

**Identification of, and provision for, HA pupils is the responsibility of ALL teachers/Pre-Prep Practitioners in the school, supported by the Head of Learning Support, providing for their individual needs.**

Identification is an on-going process, closely linked to the school's pupil tracking system and is based on both standardised test results and teacher observation/nomination.

- Teacher nomination – teachers may nominate a pupil using a nomination form based on their observations/pupil's work in class. A discussion then takes place with the Head of Learning Support and the pupil may/may not be added to the HA register and provision put in place. This process is particularly applicable to the Arts and Physical Education and will reflect approximately 5% of the co-hort.
- Standardised test results are reviewed by class teachers, the Head of Learning Support and the Head Teacher to highlight any pupils, which may be considered for addition to the register. These would be pupils with a standardised score of 130+. These results are considered in conjunction with class work/approach before the child is added to the register
- Information from parents/carers, outside agencies, previous schools
- Information from tests given on entry to the school

## **Procedures, Strategies and Provision**

The Head of Learning Support will work with class teachers to analyse each pupil's areas of strength and opportunities for further development. On the basis of this analysis, guidance will be given and appropriate provision planned.

It is not school policy to move a HA pupil up to the next year group as this can be socially detrimental. HA pupils will be provided for within the classroom, wherever possible.

## **Strategies within the classroom**

- Vertical ability grouping across year groups in guided reading sessions, where appropriate
- Withdrawal of small groups from a specific session for higher level independent thinking tasks e.g. removal from times tables club lesson for investigative tasks
- Differentiation by task – HA pupils to be moved quickly on through the initial task and onto higher order/independent thinking activities, not given more of the same
- Asking higher order questions to encourage investigation and enquiry
- Challenging individual target setting
- Setting Higher Order Thinking Skills (HOTS) tasks for homework
- Enabling pupils to evaluate their own work

- Using HOTS activities regularly with the whole class to engage the HA pupils and offer independent thinking skills through the Challenge Wall and practical challenge activities

Whilst providing opportunity and a learning environment in which the HA pupils can excel, many of the above strategies will enrich and extend the learning experience for all in the class.

### **Co-Curricular Strategies**

**Parents/carers will be encouraged to support their child's talent in one/some of the following ways:**

- Encouragement to join a school co-curricular club
- Encouragement to develop a talent through a local club/organisation
- Developing a talent through local competitions
- Attending Summer Schools
- Visits

### **Roles and Responsibilities**

**The Class Teacher is responsible for:**

- Identifying the HA and most able in their class and/or specialist subject
- Setting appropriate targets for the HA pupils
- Ensuring appropriate provision through differentiated planning and making this clear on short term plans
- Using appropriate resources to challenge HA pupils and the most able and make these available to all in the class
- Monitor and record the performance of HA pupils and report back to the Head of Learning Support

**The Head of Learning Support is responsible for:**

- Identifying the HA pupils (in conjunction with the class teacher) in the school
- Compiling and maintaining an up to date HA register
- Assisting colleagues with differentiated planning and monitoring planning
- Advising colleagues of suitable strategies for extending the HA and most able
- Purchasing and organising appropriate resources
- Co-ordinating and monitoring the provision for the HA and most able
- Liaising with parents/carers and outside agencies. (We operate an 'open door policy' and parents/carers are able to make appointments to discuss their child's progress throughout the academic year)

- Developing expertise through appropriate INSET
- Sharing expertise with staff through appropriate INSET
- Ensuring the transfer of information to the Senior School

### **Monitoring and evaluating provision**

- A HA Register is kept and regularly updated
- Progress is measured and monitored using standardised tests in literacy and numeracy, alongside the school's internal pupil tracking system
- Formal review meetings of standardised test results take place twice yearly between the Head of Learning Support and the Head Teacher
- Class teachers are responsible for monitoring and reporting on the progress of HA pupils and provision is regularly reviewed and updated
- On-going information is shared with teachers through regular informal discussions and co-ordination meetings
- HA information is kept centrally on the SharePoint for all staff to access
- It should be noted that, whilst characteristics of high ability may be displayed at any age, some features may be particularly prominent during one phase of development and of schooling. For this reason, pupils will move onto, and away from, the register, depending on their specific educational needs during their time with us.

### **Resources**

- Challenge Walls in classrooms
- A wide range of games, activities and challenges to promote higher order thinking skills (HOTS)
- A range of co-curricular activities available
- On-going staff training

### **English as an Additional Language**

In order to cope with the academic demands at The Ladies' College, Melrose pupils should be fluent English speakers. Pupils entering the Junior Department will normally have been educated in the English medium before joining the school. Pupils entering the Ladies' College Pre-School or Preparatory Department with English as an additional language will be offered support within our classes but individual tuition in English as an additional language (EAL) will be privately arranged at the parents' expense.

A register is kept by the Head of Learning Support and students are evaluated as required.

### **Physical Accessibility**

We recognise that some children with special education needs may also have physical disabilities. We advise prospective parents of children with physical disabilities to discuss their



child's requirements with the Registrar. The Ladies' College site is not accessible to wheelchairs in many areas and while our aim is to make our buildings progressively more accessible to pupils with physical disabilities, parents and visitors this is not currently the case.