



Access Arrangements Policy

1. Purpose of the policy

- 1.1 The purpose of this policy is to confirm that Belmont School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements. These requirements are set out in the Joint Council for Qualifications (JCQ) “General Regulations for Approved Centres”, which is further referred to in this policy as GR.
- 1.2 This policy is maintained and held by the SENCo alongside the individual files of each candidate requiring access arrangements. Each file contains detailed records of all the essential information that is required to be held according to the regulations.
- 1.3 The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication “Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments”. This publication is further referred to in this policy as AA.

2. Disability policy

- 2.1 A large part of the access arrangements process is covered in the Disability Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. The Disability Policy (Exams) is available on the School’s VLE or from the SENCo, or the Exams Officer.
- 2.2 This Access Arrangements Policy further covers the assessment process and related issues in more detail.

3 Appointment of Assessors

- 3.1 Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, and evidence of the assessor’s qualification is obtained and checked against the current requirements in AA, prior to appointment and before the assessor may undertake any assessment of a candidate.
- 3.2 Evidence of the assessor’s qualifications are held on file by the Bursar for inspection purposes and, upon request, are presented to the JCQ Centre Inspector by the SENCo.

4. Process for the Assessment of a candidate’s learning difficulties

Exams Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches Awarding Body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications

- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of these internal exams.

Head of Department

- Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- Meets the internal deadline for the return of information
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an Awarding Body
- Notes internal deadlines and directs teaching staff to meet these

Learning Support Coordinator

- Assesses candidates to identify access arrangements requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working of an affected candidate
- Determines candidate eligibility for arrangements or adjustments
- Gathers signed data protection notices from candidates where required
- Applies for approval through Access arrangements online (AAO), where required or through the Awarding Body where qualifications sit outside the scope of AAO
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Provides and annually reviews a centre policy on the use of word processors in exams and assessments
- Ensures criteria for candidates granted separate invigilation within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Senior Leaders, Head of Department, Teaching staff

- Support the Learning Support Coordinator in identifying and implementing appropriate access arrangements

5. Painting a Picture of need and gathering evidence to demonstrate normal way of working

- When a pupil enters Belmont, any learning challenges are identified quickly; either because a pupil arrives with a learning support history or because a pupil is quickly identified as needing support;
- At this stage, we follow the process outlined in our SEN policy in terms of intervention and establishing an IEP; (See Appendix 1)
- If, after a period of intervention, there are still concerns regarding a pupil's ability to access the curriculum, then a referral may be made to seek an external assessment such as an Educational Psychologist assessment;

- All Belmont pupils who have 1:1 intervention and IEPs (and often external assessments) are included on our SEN register, and a historical paper trail is established showing their progress and continuing need;
- From Year 7, pupils who we feel are likely to need access arrangements have a personal file established which includes all external assessments, IEPs and any other information relevant to a potential application for access arrangements at GCSE;
- From Year 7, pupils who have recommended access arrangements are closely monitored during internal exams and invigilators fill in a feedback form detailing how current and existing access arrangements are used;
- For Year 9 pupils who hold an Educational Psychologist report, we will consult with the parent(s) to ensure that they have an updated EP assessment during Year 9;
- Year 9 pupils take a set of internal exams in November; after these exams, if it is felt that the pupil should receive Access Arrangements at GCSE, then the SENCO will run appropriate assessments (such as WIAT-III/DASH) to determine if the pupil meets the necessary criteria;
- Form 8s are written by the SENCO and submitted during the second half of a pupil's Year 10 by the Exams Officer.

6. Processing Access Arrangements

- 6.1 **Access arrangements online (AAO)** is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of the JCQ publication "Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments", referred to in this policy as AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.
- 6.2 AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

- In line with JCQ regulations the SENCO makes the online applications by the published deadline.
- The SENCO keeps a record of the printed online application, letters from awarding bodies, Form 8s, copies of data protection forms, assessments and any additional forms or documents for inspection. The files for inspection are located in the Exams Office.
- Students and Teachers are informed verbally of the outcome of their exam access assessment.
- A record of a candidate's access arrangements are maintained and held by the Exams Officer.

- The school follows JCQ guidance when providing centre delegated access arrangements (such as rest-breaks or a prompter);
- The SENCO allocates candidates a prompter or rest breaks if;
 - The need is a result of substantial and long term impairment and it is their normal way of working;

➤ There is medical evidence to substantiate this arrangement and it is their normal way of working.

- The SENCo keeps a record of all centre delegated access arrangements and evidence of need on file.
- A record of arrangements are maintained and held the Exams Officer.

7. Centre-specific criteria for particular access arrangements

7.1 Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. The policy is available on the School's VLE and includes an Appendix which sets out the criteria that Belmont School uses to award and allocate word processors for examinations.

7.2 Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect; and
- the candidate's normal way of working within the centre, as stated in the criteria published in AA.

- The need for separate invigilation must be substantiated by appropriate evidence of need.
- The evidence can take the form of a letter from the GP, CAMHS, EHCP, EP or SENCo instructions.
- This must be provided to the SENCo as early as possible.

Authors: David Collins, Deputy Head, Academic
Simon Cotton, Assistant Head
Aled Leyshom, SENCo

Date: Sept. 2022

Approved by: Education Committee

Date: 14 November 2022

Review Due: Michaelmas term 2023



SEN and Learning Support Policy, including EYFS

The Identification, Assessment and Provision For Pupils With Learning Support Requirements

“It’s not their fault.” (ISC SEN Conference, 2014)

1 Introduction

1.1 Belmont School is:

- A selective independent school with a broad ability intake;
- a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the least able;
- a school that aims to meet individual needs within the mainstream setting.

1.2 The SENCo is responsible for all pupils in Years 1-11 and the Learning Support Co-ordinator for the EYFS reports to him as line manager. There is specific guidance at Section 11 of this Policy for pupils in the EYFS who demonstrate Special Educational Needs.

2 Aims and Objectives of this Policy

2.1 The Policy sets out to:

- meet the needs of all children with learning support requirements within mainstream;
- identifying those needs early;
- offer children access to a broad, balanced and relevant education;
- base intervention on good and best practice;
- involve the parents and the pupil in the process;
- regularly monitoring and review intervention;
- make the whole staff and parents aware of the nature of learning support requirements;
- explain clearly the highly consultative process between the school and the child’s parents in identifying concerns, and opening doors to learning by putting together a plan of action which clearly explains the strategies to be implemented;
- outline the procedures for identifying, assessing and providing for pupils with learning support requirements;
- ensure that no child is discriminated against, in any area of school life, on the basis of his/her learning difficulty;
- encourage staff to recognise their roles and responsibilities regarding the education of pupils with learning support requirements and the importance of maintaining high expectations for all children;
- highlight the need to differentiate teaching and learning opportunities so that those with learning support requirements can fulfil their potential and develop as individuals.

3 The SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

- 3.1 This Policy has regard to the SEND Code 2015, and the Children and Families Act, March 2014.
- 3.2 Although Independent Schools are largely outside the statutory regime affecting LEA schools, we do have 'a duty of care' under common law to 'have regard to the provisions of the Code' and we are aware of the need to reflect the Government's guidelines in this Policy and in the daily provision for learning support requirements at Belmont.
- 3.3 All staff are expected to be familiar with the contents of the SEND Code 2015 and with this Policy.

4 Definitions

- A child has learning support requirements if he/she has a learning difficulty, which calls for special educational provision to be made for him/her;
- Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of a similar age;
- Special educational provision means educational provision, which is additional to or otherwise different from the provision made generally for children of the same age.

5 The Most Common Types Of Learning Support Requirements At Belmont School

- 5.1 By far the most commonly diagnosed disability is a Specific Learning Difficulty (SpLD) and the most common SpLD is Dyslexia, or related difficulties such as Dyspraxia or Dyscalculia. It is important to remember that in each instance a pupil may only show a few indicators of a Specific Learning Difficulty
- 5.2 There are other learning support requirements, such as autistic spectrum disorders, and individual children will present a range of learning support requirements, the most likely falling within the Specific Learning Difficulty category mentioned above.

6 Admissions Considerations for Pupils with Learning Support Requirements or Special Education Needs

- Acceptance of a pupil with Learning Support Requirements or Special Educational Needs (SEN) is at the discretion of the Head in consultation with the Academic Deputy Head and SENCo;
- The Head will discuss the needs of the individual child with the parents and with the current School following receipt of the confidential School report;
- If Belmont is able to meet the pupil's needs, then the child will be accepted;
- The Admissions Policy is available on the School website www.belmont-school.org
- Further details about admissions for pupils with Learning Support Requirements in the EYFS may be found at section 11 of this Policy.

7 Staff Roles and Responsibilities

7.1 Everyone in the school community has a positive role to play in meeting the learning support requirements of a pupil.

7.2 The Head will be responsible:

- in partnership with the SENCo for establishing this Policy and monitoring its effectiveness in the light of the SEND Code 2015;
- for evaluating the success of this Policy;
- for monitoring through discussion with the SENCo and other staff the effectiveness of the staged procedure in meeting needs and how resources have been allocated;
- for reporting back to the governing body when necessary in order to enable them to fulfil their governance responsibilities. Such reporting, when necessary, will be included in the Head's general report to governors.

7.3 The SENCo will fulfil the role by:

- having due regard for this Policy and for the SEND Code 2015;
- having overall responsibility for all pupils with learning support requirements (or SEN if a pupil has an Educational and Health Care Plan);
- by working closely with the Head of Learning Support to ensure that responsibilities are being met;
- by acting as an **advocate** for all pupils on the Learning Support Register;
- ensuring the home-school partnership is solid, with the child's individual needs carefully placed in the middle of this partnership;
- by encouraging INSET/Briefing on learning support for all staff;
- by managing the day-to-day operation of the School's learning support requirements policy, and co-ordinating provision for children with learning support requirements;
- by liaising with and advising teachers and other staff;
- by maintaining the School's learning support requirements register and overseeing records of all pupils with learning support requirements;
- by liaising with parents of pupils with learning support requirements;
- by contributing to the in-service training of all staff;
- by liaising with external agencies, including the Educational Psychology Service and other relevant support services such as Speech and Language or Occupational Therapists;
- by endeavouring with the Head to ensure that each pupil with learning support requirements progresses to a suitable school where his/her current needs will be communicated and will be met.

7.4 The Head of Learning Support will fulfil the role by:

- mentoring and supporting all members of the Learning Support Department
- working with the SENCo to act as an advocate for all pupils on the Learning Support Register
- Ensuring that planning for 1-1 lessons reflects priorities for learning for the relevant children
- To ensure consistency in teaching within the Learning Support Department
- Working with all staff towards best practice for supporting children on the SEN Register
- To work with the Academic Head to meet parents, outside agencies (eg EP, SLT) as required.

7.5 Heads of Department (including EYFS Co-ordinator) will fulfil their responsibilities by:

- having due regard for this Policy and for the SEND Code 2015;
- being responsible for co-ordinating their department's identification, assessment and monitoring procedures as well as provision for all children with learning support requirements;
- by ensuring that their department's scheme of work is sufficiently differentiated to provide access for pupils with learning support requirements;
- by communicating information about pupils with learning support requirements to all staff within their department;
- by encouraging the training and professional development of teachers in their team through INSET, by regularly reviewing the effectiveness of their department's policy and developing it accordingly.

7.6 Members of Staff will fulfil their responsibilities by:

- having due regard for this Policy and for the SEND Code 2015;
- identifying the first instance that a pupil may have learning support requirements;
- accepting the principle that every member of staff is directly responsible for meeting the needs of pupils with learning support requirements;
- recognising the importance of planning lessons in ways which will encourage the participation and learning of all pupils, including those with learning support requirements;
- working in partnership with the learning support teacher to produce differentiated resources which allows for access for all in the classroom;
- participating in appropriate training;
- maintaining high expectations for all pupils with learning support requirements;
- undertaking regular training as required and receiving information on working with learning support requirements pupils;
- being prepared to liaise with the child's parents regarding concerns and their recommendation for additional support;
- being involved in the writing of IEPs as required.

7.7 Learning Support Teachers will fulfil their responsibilities by:

- having due regard for this Policy and for the SEND Code 2015;
- reporting to the SENCo who will oversee the administrative procedures regarding pupils receiving specialist 1:1 support from the Learning Support Department;
- planning for pupils receiving additional learning support on an individual basis to reflect individual need, individual targets, and in response to requests from colleagues to consolidate concepts covered in class;
- keeping records of progress and will meet regularly with the Head of Learning Support/Subject teachers to ensure correct levels of support are maintained;
- playing a pivotal role in writing and reviewing IEPs;
- advising colleagues of specialist targets to support the pupil;
- helping the pupil to construct some of their IEP targets;
- helping the pupil to first identify their strengths and second to identify weaknesses which will lead to the pupil constructing their own target(s), albeit with assistance from the learning support teacher;
- advise colleagues at the time of reviewing IEPs;
- helping pupils to review their own IEP targets, judging against a success criteria sometimes written by the pupil;
- be a weekly point of contact with the pupil and serve as their advocate (along with the SENCo) meet with parents at their request;
- meet with parents three times a year: November, March and June to share IEPs and to review progress and performance;
- being ready to advise colleagues and to support colleagues by either pre-learning or over-learning as necessary;

8 The Home-School Partnership

- 8.1 A fundamental principle is that a good partnership with parents is essential when dealing with any pupil with learning support requirements. Never more than now has the home-school partnership been as pivotal. Each pupil's parents will be involved at every stage of the learning support process.
- 8.2 Two Calendar Overviews explain the Learning Support process to parents - one is for pupils (who require Learning Support) in Years 1-8 and one for the EYFS. A Calendar Overview is sent to all parents of pupils who receive learning support. The two Calendar Overviews may be read at Appendix I (Years 1 -8) and at Appendix II (EYFS).
- 8.3 Furthermore:
- We recognise, actively encourage and value the participation of parents in the schooling and education of children with learning support requirements;
 - We believe that the knowledge, views and experience of parents are vital. They are involved as partners in the process of identifying, assessing and meeting their child's learning support requirements;
 - Parents are encouraged to feel that they can approach the School about any concerns that they might have about their child's progress;
 - Individual pupils whose names are placed on the Learning Support Register are discussed with their parents so that they are involved at an early stage.
 - Their views are encouraged and recorded;
 - Where a pupil has an EHCP, the parents attend a formal annual review with the SENCo and the Head of Learning Support and other key staff present.

9 Individual Education Plans (IEP)

- 9.1 With regard to the new SEND Code 2015 and the Children and Families Act 2014, Belmont regularly reviews its SEN practice, and we have concluded that the Individual Education Plan remains the most effective way to bridge the Home-School partnership in our setting. For each pupil receiving Learning Support in Years 1 to 11, his or her IEP:
- - requires staff to consider targets, strategies, provisions and outcomes.
 - is clearly reviewed and there is helpful information for parents (or boarding staff acting in loco parentis).
- 9.2 The system for the implementation, monitoring and reviewing of IEPs is as follows:
- Belmont writes IEPs for all pupils on the Learning Support register and, occasionally, for other children where it is felt an IEP will help to positively target an area for development;
 - the Academic Deputy Head/SENCo liaises with the subject teachers and 1:1 teachers to begin the IEP writing process, as well as general information. At this point, subject teachers (English and Maths) add their specific targets. Part of this process also involves the Learning Support teacher drafting some of the targets with the pupil, because research suggests unequivocally that pupils will respond best to self-written targets;
 - IEPs are produced twice a year - in early November and early March. The March IEP will review the November IEP, recognising targets met and adding new targets, if appropriate;
 - Parents are invited to Parents' Meetings in November and March where their son or daughter's 1:1 teacher will discuss the reviewed and new IEPs. They are also invited to a review meeting in June to reflect on the academic year just finishing, whilst looking forward to the next one;
 - all pupils with an IEP have their own copy;
 - a full set of IEPs is housed in the staffroom for all staff to have open access to, as a means of informing and aiding planning;
 - staff are expected to ensure that they are well versed in the IEPs of all pupils they teach;
 - pupils also play a significant role in understanding and evaluating their IEPs, especially targets they themselves have constructed.

- The Learning Support teacher has responsibility for managing the process of pupils receiving their copy of their IEP and of going through it.

10 Educational and Health Care Plan (EHCP)

10.1 A pupil in Years 1 to 11 may be assessed for an Educational and Health Care Plan if he or she:

- has demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success and the alternatives have been tried;
- is considered as meeting the criteria to justify a full multidisciplinary assessment carried out the Local Authority. Depending upon the outcome of that assessment, pupils at this stage may have provision arranged, monitored and reviewed by the Local Authority (LA);
- We are able to offer the level of provision required to meet the needs of pupils with an EHCP, except in exceptional circumstances;
- A pupil with an EHCP will have an IEP drawn up by the SENCO in consultation with other necessary professional parties such as a speech and language therapist.
- Has benefitted from a progressive pathway building the necessary bank of evidence to make an EHCP application realistic. This pathway will be agreed by the school and the child's parents and will include gathering assessments from multiple agencies (EP, SALT, OT etc.)

11 Specific Policy for SEN Provision for Pupils in the EYFS

11.1 In the EYFS our aims are as follows:

- to include every child regardless of any special needs they may have;
- to ensure all children have a positive experience;
- to enable all children to enjoy equal opportunities within all activities that we do;
- to help children to learn from the age of two to value diversity in others and grow up making a positive contribution to society.

11.2 Admissions:

- At the time a parent enquires about a place for their child, much information is gleaned regarding the child's likes and dislikes. When a child begins their school journey with us at Early Years, relevant staff, and the parents will discuss in detail the child's routine, further likes and dislikes, interests, food and social behaviour.
- The more information we have about a particular child will help every member of staff acknowledge each child's individuality regardless of their special educational needs. Through PSED we encourage all children to value themselves and each other.
- Due to the environment that we are situated within, we have many activities that utilise the environment and therefore we strive to include every child regardless of ability. Within the class setting, activities and the environment are continually adapted for all children according to their individual needs e.g. rails are in place to assist children with mobility issues. Due to the age range using the whole school site, the environment has been adapted to cater for all children, especially the Early Years. For example, a child with a hearing impairment will sit facing the adult in speaking and listening and near the front to maximise their listening ability.

- We have regard for the Disability Discrimination Act (DDA) requirements and will make reasonable adjustments to our premises to ensure they are accessible to all. Before a child begins with us in the Early Years we will discuss any adaptations that are needed with the teachers, parents/carers, the Headmistress and the SENCo. For any child that comes to the school with an Educational and Health Care Plan (EHCP) contact will be made with other Outside Agencies, particularly the Local Authority (LA) and SEND advisors and we will liaise with them to put in place any adaptations necessary. Throughout Early Years we display positive images of disabilities and diversity, different cultures and beliefs through books, toys, such as dolls and puzzles.

11.3 Staffing:

- We have qualified staff throughout the Early Years who all understand the ethos of Belmont School regarding children with special educational needs. We have a Special Educational Needs Co-ordinator (SENCo) for the EYFS who reports to both the EYFS Co-ordinator and to the Deputy Head Academic who acts as SENCo for older pupils. Children are cared for in a warm and loving environment enabling them to become happy and secure, confident and independent. We will work with parents at all stages of their child's development to ensure that our principles are put into practice.
- Staff are updated regularly with regards to training, information and new legislation. Key members of staff that have been on the most recent training will feedback to all members of the EYFS to keep them up-to-date on new aspects of SEN. Confidentiality is of a high regard within EYFS and all members of staff understand and abide by the confidentiality policy.
- All key persons keep an up-to-date profile on their individual children and can recognise if there is a need to implement an Early Years Action. An Individual Support Plan will be put in place to enhance the child's learning and development and this will be reviewed with the child's parents.
- Staff ratio within EYFS meets the legal requirements and all staff have great knowledge of individual children's learning and development. This applies to all children. The EYFS has regular contact with Year 1 and benefits from utilising available trained staff who also have knowledge and understanding of all the children.

11.4 Provision:

- Once a child has been identified as having special educational needs, staff will meet with the parents/carers to mutually support each other in the care of the child to aid their care and development. There will be the chance for informal and formal meetings between staff and carers at which the child's best interests will be discussed. A SEND Support Plan will be put into place in consultation and agreement with the parents. Specialist help and the next steps for the child will be included at formal meetings as and when required.
- When a child's progress is giving cause for concern staff will consider all the information from the child's learning and development journals, observations (including the observations of the parents) and from any other detailed assessment of the child's needs. If any specialist information has been sought from outside professionals or agencies, this will help to inform whether a child has a special educational need.
- There are four broad areas that give an overview of the needs that should be taken into consideration. Identifying these four broad areas will enable us as a setting to work out what action is needed for the child. These areas are;

- a) Communication and interaction;
 - b) Cognition and learning;
 - c) Social, emotional and mental health difficulties;
 - d) Sensory and/or physical needs.
- At Belmont we recognise that children will often have needs that may change over time.
 - If there are concerns there will be an assessment to determine whether there are any underlying learning or communication difficulties. If it is thought there are domestic circumstances that may be contributing to the behaviour manifested by the pupils, then a multi-agency approach will be adopted.

11.5 Early Years Local Offer:

- Where children are identified as needing extra support within the setting this is called the Early Years Local Offer. Some examples of this practice within Belmont would be:
 - a) the environment being adapted to meet individual needs;
 - b) staff simplifying tasks or language suitable to the individual;
 - c) all staff being aware of any health and care plans;
 - d) staff modelling appropriate social interactions and play.
- We encourage all children to engage in all play opportunities and we regularly monitor, record and plan to deliver personalised learning. We value our partnership with parents and use the information and support from them to ensure smooth transitions for the child and support their emotional well-being. Staff will work in partnership with parents to share and review strategies, and signpost relevant support. Each child has a key person who oversees their care.

11.6 Enhanced Local Offer:

- Where children are identified as needing more targeted support, this is called the Enhanced Local Offer. In this case:
 - a) We will consider completing an Early Health Assessment and refer to other agencies for advice and guidance;
 - b) Within the child's SEND support plan we will detail areas of learning and development, broken into small steps, SMART targets (Specific, Measurable, Accepted, Reasonable and Time-bound) with specialist advice incorporated into this ISP;
 - c) Specialist advice can include Speech and Language Therapy, health visitor, Occupational Therapy, GP or Physical and Sensory Support;
 - d) An Early Help Assessment may be undertaken and key outcomes recorded;
 - e) All evidence will be recorded, measured and reviewed to demonstrate differentiated levels of support needed;
 - f) Staff ratios may be increased to include 1:1 support and specific resources required;
 - g) An Inclusion Support Grant may be requested.

11.7 Band 1 and Education Health Care Plan:

- If the needs of the child is still not being met, then the child will move onto Band 1 and an Education Health Care plan may be undertaken if this has not been introduced already. In this case:
 - a) The Early Help Assessment will be reviewed and accessed/contributed to by all involved, including the parents.
 - b) The SENCO and key person will be allocated time to deliver support to the child.
 - c) A highly individualized programme will be put in place and specialist advice incorporated into the SEND support plan.
 - d) All evidence of outcomes is recorded, monitored and reviewed in the SEND support plan.

11.8 Provision of Information and Advice:

- All information kept on individual children is confidential and parents have the right to see all information kept about their own child. We have regular meetings with the parents to share information. Staff will often invite the parents/carers to discuss their child's development at a time that is convenient for them. This is in addition to the regular parent's evenings.
- The Supporting Children Team Area Advisor and/or SEND advisor will also support the teachers and the parents/carers in developing the best care for the child. They will assess and allocate help on a priority basis. For example, a Hearing Support Teacher comes to support children if necessary and their teachers within the school. All staff are aware if a child has SEN and are trained in their personal role and their responsibilities to that child. If they are unsure in a situation they will discuss the matter with the child's teacher/parent. Parents will be made aware of their child's key person and discuss any needs that their child may have with this member of staff.
- If the EYFS department needs financial support for a child with SEN we would seek support and information from the Supporting Children Team. Staff understand the need to be sensitive to the care of all children and will ensure they have a witness if toileting, changing, feeding or administering medications.

12 Curriculum Provision for All Pupils

12.1 All pupils requiring Learning Support are, as far as possible, integrated fully into every aspect of school life. Social integration is ensured through an emphasis on the responsibility each child has towards his/her peers. Curricular integration is achieved through differentiated lessons delivered by teaching staff.

12.2 Belmont prides itself on opening as many doors as possible allowing a pupil to learn effectively and, crucially, to feel good about their learning. We facilitate all access arrangements as recommended by professional, accredited bodies: For children in Years 1 to 11, these, typically, these would be drawn from:

- 1:1 support
- use of laptop or tablet device
- extra time allowances
- reading support
- scribe
- rest-breaks
- prompting

13 The Legal Position

13.1 It is the duty of the School:

- to have regard to the Learning Support requirements of a child and to monitor a child's performance accordingly;
- to identify the learning support requirements of a child when a child appears to be under-performing;
- to provide education suitable to the needs of the child that the Head has identified (with assistance as necessary) unless the school is unable to do so, in which case the Head should bring the child's need to the notice of parents so that an approach can be made to the LA;
- We recognise that some children with learning support requirements/SEN may also have physical disabilities and we will make any alterations which are reasonable in order to allow the pupil to receive a fair and stimulating education.

14 Criteria Checklist for Evaluating the Effectiveness of the Learning Support Policy (including the Gifted and Talented Children Policy at Appendix III below)

- Do pupils with learning support requirements have access to a broad and balanced curriculum?
- Do they make progress commensurate with their developing abilities?
- Are all staff aware of the Learning Support Policy and their roles and responsibilities regarding learning support requirements?
- Is differentiation standard practice in all lessons?
- Is the use of additional resources such as spellcheckers and other technology encouraged and practised throughout the School?
- Is there a match between provision outlined (IEP or other plan) and the actual provision made?
- Is progress being made on targets set in Individual Educational Plans?
- Is there evidence that the Learning Support Register and all records are in place and up-to-date?
- Are the arrangements for considering concerns about learning support provision within the School, supportive and efficient?
- Are parents well informed about their child who has learning support requirements and are they satisfied with the informal and formal arrangements for consultation?
- Are links with outside agencies effective and is the relationship with the LEA good?
- Are the School's arrangements for learning support requirements in-service training related to the School's Development Plan?

Author David Collins, Deputy Head (Academic) Aled Leyshon, SENCo

Date September 2022

Approved by Education Committee

Date 14 November 2022

Approved by Legal & Compliance Committee

Date 22 November 2022

Review date Michaelmas Term 2023 or as regulatory changes are made

Appendix I

A Calendar Guide to Learning Support at Belmont School (Years 1-11)

At Belmont, we are sympathetic to pupils who benefit from learning support, and we are also mindful that no parent would “want” their child to need additional learning support. Without question, when a pupil requiring support is placed firmly between home and school and feels they receive coherent, positive and targeted support from both directions, the dividends are potentially all the greater. As part of our commitment to providing the best support possible, this information sheet is designed to help parents understand the process, and to know when to expect updated information on how their son or daughter is doing. It should also help parents to understand the role they can play in helping to support their son or daughter.

Once a pupil has received a recommendation for intervention (1:1 learning support), either the child’s English or Maths teacher or SENCo will liaise with the parents about whether or not to start the pupil on a learning-support programme. Once parents have agreed to learning support, in addition to the same reports and parents’ meetings which all parents receive and are invited to, parents will also receive learning support information according to this schedule:

Early November	IEP 1 (Individual Education Plan)	<ul style="list-style-type: none">• Pupils who held an IEP from the previous academic year will receive a reviewed IEP.• All pupils receiving learning support from September will receive a new IEP setting two or three targets. The IEP includes a pupil’s strengths, areas of concern, strategies, provision and information specifically for the parents.
Mid-November	1:1 Parents’ Meeting	All parents whose children receive learning support will be invited to meet with their son or daughter’s 1:1 learning support teacher. These meetings are deliberately timetabled to run concurrently with the IEP 1 cycle.
Early March	IEP 2	<ul style="list-style-type: none">• During March, pupils receive a reviewed copy of their November IEP explaining how well they have done in meeting the targets set in November.• Pupils receive a new IEP - re-setting targets and aiming to inspire pupils to meet new challenges and make further progress.
Mid-March	1:1 Parents’ Meeting	All parents whose children receive learning support will be invited to meet with their son or daughter’s 1:1 learning support teacher. These meetings are deliberately timetabled to run concurrently with the IEP 2 cycle.
June	Recommendation for learning support in September	Following the school exams (Years 3-7) and a full learning support review meeting, Mr Collins will write formally to all parents whose children are receiving a learning support recommendation for the new academic year in September. This contact from Mr Collins is for both existing 1:1 lessons as well as for pupils who are receiving the recommendation for the first time. This calendar overview is sent to all parents who receive a learning support recommendation in June.

mid-June	1:1 Parents' Meeting	Parents of pupils who are receiving 1:1 support will be invited to a third consultation with the Learning Support teacher to review progress, reflect on the exams and to look ahead; first, to suggest sensible Summer holiday tasks and to identify likely and constructive targets for the new IEPs which will be written in early-November.
----------	----------------------	---

Early Years children will have their SEND support plan reviewed each half term or as and when their individual targets are met.

In addition to the schedule above, four major learning support review meetings are held internally at school during the year (late-September, November, March and June) when Mr Leyshon meets with all English and Maths teachers to check that we still judge the recommended 1:1 provision is at the right level. Parents will always be consulted following these meetings if we feel an adjustment is necessary.

If parents hold concerns which are not answered or addressed within the calendar guide above and seek further information, please contact your son or daughter's English or Maths teacher. Mr Leyshon is also happy to field any further concerns or questions.

Aled Leyshon
SENCo

Appendix II

A Calendar Guide to Learning Support at Belmont School (EYFS only)

The table which follows offers a calendar overview of how our pupils in the Early Years are monitored and tracked, and outlines the consultative approach between the school and the child's parents:

A Calendar Overview of SEN Practice and support arrangements in the Early Years		
The Process	How is evidence gathered?	Communication procedures
Progress check at age 2	<p>Completed between ages 2-3. Early Years staff review a pupil's progress and provide parents/carers with a short summary of their child's development in the prime areas. This identifies the child's strengths and any areas where the child's progress is less than expected.</p> <p>If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate.</p>	<ul style="list-style-type: none"> • Continuous assessment and informal conversation with parents/ carers. • Written report to parents, timed to coincide with Parents' Evening in November
The Early Years Learning Journal and Profile	<p>provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. It is a working</p>	<ul style="list-style-type: none"> • Continuous assessment and informal conversation with parents/ carers.

	<p>document and all can contribute. The Learning Journal begins in The Early Years and the profile is completed in the final term in which the child turns five. This is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.</p>	<ul style="list-style-type: none"> • Written Reports produced in November and July. • Parents' Evening in November and March
--	--	--

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern. Practitioners consider all the information about the child's learning and development using all the information above particularly considering information on a child's progress in communication and language, physical development and personal, social and emotional development and any information from beyond the setting e.g. health visitor/ speech and language.

In identifying a child as needing SEN support, the Early years Practitioner works with the SENCO and the child's parents agree on appropriate plan of support to be used at home and at school.

The following table identifies how support is provided

Local/ Core offer	Sets out what is expected to be available in early years settings	<ul style="list-style-type: none"> ✓ EYFS development matters and learning journals. ✓ 2 year check ✓ Early Language child monitoring/ support tool 	<ul style="list-style-type: none"> • No additional support. • Key person to liaise with SENCO • Staff work in partnership with parents to share and review strategies. • Offer a settled secure relationship with a key person approach. Ensure effective transition. • Use SMART target system (Specific, Measurable, Accepted, Reasonable and Time-bound targets)
Enhanced local offer	Determines the level at which more targeted support is required and may apply to	<ul style="list-style-type: none"> ✓ Support from outside agencies where necessary: speech and language, occupational health, Health visitor, GP portage and permission for Area 	<ul style="list-style-type: none"> • Increased staff ratios and 1-1 support where required. • Additional SENCO time and specific resources may be required through Enhanced Local Offer.

	Inclusion Support Grant.	<p>Sector improvement Advisor</p> <ul style="list-style-type: none"> ✓ Early Help assessment ✓ Actions from 2 year check put in place. ✓ Individual Support Plan ✓ Evidence needs to be recorded, measured and reviewed to demonstrate differentiated levels of support needed 	
Band 1	Determines specific individualised targeted support, possible application to discretionary funding and may meet the threshold for Education Health and care plan.	<ul style="list-style-type: none"> ✓ Evidence of outcomes is recorded, monitored and reviewed in an Individual Support Plan. 	<ul style="list-style-type: none"> • Increased staffing support • Additional SENCO time • May need to request discretionary funding, pro rata band 1 funding hours attending The Early Years.



Able, Gifted and Talented Children Policy

1 Introduction

1.1 Belmont believes in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the special educational needs of those children in our school who have been identified as more able learners and hence this policy forms part of the SEN/Learning Support Policy including EYFS.

2a Aims (School & Staff)

2.1 This Policy aims to:

- ensure that we recognise and support the needs of all our children;
- enable all children to develop to maximise their full potential;
- embrace that it remains a whole-school endeavour to properly educate more able learners;
- to ensure that achievement is raised for all pupils;
- to avoid labelling selective pupils as “able” to the detriment of failing to recognise the aspirations of all pupils;
- to allow all pupils the joy of discovering their potential;
- to offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set for them;
- to encourage children to think and work independently.

2b Aims (All Pupils)

2.2 This Policy aims to:

- encourage all pupils to set high expectations for themselves;
- encourage all pupils to want to try a more challenging question or task;
- encourage all pupils to learn something independently;
- encourage all pupils to seek guidance and help in order to reach higher goals;
- encourage all pupils to discover new ways of self-challenge.

3 Equality Statement

Whilst we recognise and cater for the able, gifted and talented pupils at Belmont, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

4 Definitions

4.1 At Belmont, one measure to decide if a pupil is “able” is to adopt CAT4 screening in Years 3 to 6 and the MidYIS system for Years 7-9. Year 10 and 11 pupils will undertake Yellis assessments. It is, however, incumbent on all staff though to recognise that CAT4 and MidYIS/Yellis screening is but one nuanced measure, and as a school we actively judge an able child by many other measures: as examples, how they respond in class; their level of self-inquisitiveness towards their academic and creative pursuits blended with a range of intellectual characteristics such as independence, resilience and perseverance. We want our pupils to actively crave entering the “pit of cognitive confusion” in order to seek challenge and to learn from the clarity they discover upon emerging.

4.2 In Years 3 to 6 at Belmont, we use the following CAT4 reference points as a starting guide for discovering potential, but this should be understood in the context of the definition above:

- i. “able” refers to a child whose broad range of achievement is at a higher level than the average, typically in the “academic” subjects, but not at a level judged to be “well-above” average. At Belmont, an able child might have a CAT4 score in the 120-124 range.
- ii. ‘gifted/exceptionally able’ refers to a child who has a broad range of achievement at a level well above average, typically in the more ‘academic’ subjects. At Belmont, and based on CAT4 screening, a gifted child might have a mean score of 125+. Where a pupil is identified as being exceptionally able, Belmont will provide an enriched and flexible programme designed to meet their specifically individual needs.
- iii. ‘talented’ refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

4.3 In Years 7 to 9, we use MidYIS reference points as a starting point for identifying able and gifted pupils and Yellis for pupils from Year 10. Statistically those who score 130+ in the MIDYIS baseline assessments are in the top 2% nationally and those who score 120+ are in the top 10% nationally. The following applies:

- i. pupils at Belmont School who achieve 120+ overall may be identified as ‘able’ and those who score 130+, ‘gifted/exceptionally able’.
- ii. ‘talented’ refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

5 Identification of Able, Gifted and Talented Children

5.1 We use a range of strategies to identify able, gifted and talented children. The identification process is ongoing, and begins when the child joins our school:

- i. In the Early Years classes children undergo constant monitoring through both formative and summative assessments as part of the EYFS Statutory Framework and using Tapestry as a means of tracking progress. This helps practitioners to support children’s learning and development, working towards the Early Learning Goals. More able children will work beyond these expected goals and when they are judged to be “exceeding” then this provides a clear indication of the individual child’s strengths and achievements in their areas of learning.

- ii. As the children progress through the school, we assess them annually to ensure that they are making the sort of progress commensurate with their perceived abilities. The Academic Deputy Head uses cognitive data (particularly in verbal and non-verbal reasoning, spatial and quantitative profiling) to identify pupils who are shown to have high ability in these disciplines. (As already stated, this is only one nuanced measure; we are looking for so much more.) This information is used by all departments to identify able and more-able pupils.
- iii. We love to identify as many pupils as possible with skills and attributes beyond the norm. Provision will always be made for these children within the normal class teaching to ensure that potential is unleashed and fulfilled whilst providing enrichment or extension activities to further promote their skills and talents.
- iv. Sometimes, a child is identified as able, but their level of achievement falls below expectations. In such cases, the child will be identified and discussed at staff level, and a suitable programme of support will be implemented in order to allow rich potential to be fulfilled. If it is considered appropriate, the school will engage with the child's parents so that the strongest and most constructive levels of support can be provided. Whatever programme is introduced, it will involve sympathetic and encouraging dialogue with the pupil as we wish to elicit the most positive response possible.

6 In all subjects

6.1 Typically, children are identified as being able or gifted when they demonstrate a range of advanced intellectual capabilities. These may include some of the following, but it is noted that this is not an exhaustive list and there are many other characteristics that a child may exhibit within a particular subject area. At Belmont, what matters most is that pupils develop the confidence to aspire to their own journeys leading towards academic excellence:

- use a wider vocabulary, and enjoy working independently with words;
- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- see issues from a broader range of perspectives;
- have the ability to demonstrate a wider vocabulary and the ability to handle more complex concepts beyond age-appropriate expectations;
- can evaluate and appreciate writers' craft across a range of genres;
- are able to experiment as well as develop their own distinctive style.
- demonstrate beyond expected levels of attainment orally or in written form;
- see solutions to a range of problems quickly;
- see beyond the question and understand more complex concepts;
- work more flexibly, establishing their own strategies;
- enjoy investigation and academic pursuit;
- the demonstration of individual enthusiasm toward extra-curricular pursuits;
- a pupil willingness to recognise their talent and independently strive to improve and develop further.

7 Roles and Responsibilities

At Belmont it remains a whole-school effort to successfully educate our more able learners.

7.1 Subject teachers have responsibility for:

- identifying students who meet the criteria for being placed on the able, gifted and talented register.
- ensuring that their lessons contain suitable stretch and challenge.

7.2 Heads of Department have responsibility for:

- ensuring that able, gifted and talented provision is considered in the departmental development plan;
- ensuring that the schemes of work contain enrichment/extension material
- ensuring that enrichment/extension material is being used by subject teachers.

7.3 The SENCo Academic Deputy Head/A, G&T co-ordinator have responsibility for:

- monitoring the schemes of work;
- updating the A, G&T policy on an annual basis;
- updating the A, G&T register;
- including items concerning provision for more able students on meeting agendas
- to update resources as requested by Heads of Department in line with budgetary protocols.

8 Curriculum Enrichment

8.1 The Curriculum Enrichment booklet is updated every June ready for re-distribution at the start of the academic year in September. The booklet not only identifies the core areas of study in all subjects from Years 1 to Year 11, but it also addresses how each subject area is enriched and how gifted pupils are extended both in class and in extension group activities.

8.2 Belmont wishes to identify more and more pupils as able, gifted and talented (in all teaching groups, Set 1, 2 or 3) and we adopt the “rising tide” analogy that as able pupils aspire to being exceptionally able, this inspires other pupils to search for their own, new aspirations.

8.3 As our Curriculum Enrichment booklet suggests: We enjoy watching our pupils develop, aspire and go on to achieve great personal milestones. Many have excelled in Music or Art and Drama. Whilst some children demonstrate sporting prowess or mesmerising acting, others achieve full academic scholarship: some children excel in a range of areas whilst others have a more diverse profile. Above all, our pupils demonstrate leadership and common courtesy, they understand the complex world in which they live and they appreciate fully that the more enriched they are as individuals, the more they will get out of the opportunities with which they are presented.

8.4 Belmont is proud of its heritage and proud of what it offers. Our greatest aspiration is for every boy and girl to discover: “Achievement through Happiness”.

9 Teaching and Learning Style

9.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing an exciting cocktail of opportunities:

- i. we embrace E.D. Hirsch’s ideas around cultural literacy; whilst we are aware of the need for a body of core knowledge as a foundation to learning, we fully respond to those pupils who wish to extend their learning beyond the core material;

- ii. we embrace learning challenge and are clear that children learn best when work is not pitched beneath their abilities; it is by resiliently challenging themselves that pupils commit greater knowledge into their long-term memories;
- iii. Our VLE (virtual learning environment) allows our pupils the opportunity to flip learning so that they independently research and prepare for new concepts and topics prior to the teacher delivering new areas of the curriculum; we believe this adds a robustness to pupils' learning strategies and allows them to achieve more fully;
- iv. All our pupils need to discover “the cognitive pit of confusion” for out of the murky waters to which they aspire, they may achieve, long-lasting clarity which could add greatly to their potential to learn most effectively;
- v. Futuresmart learning. Based upon Jane Simester’s model, we underpin our learning by adopting her three-part FutureSmart approach: Intellectual Character, which feeds into “Effective Learning” to allow Skilful Thinking.

10 Monitoring and review

10.1 The implementation, monitoring, evaluation and review of this Policy is the responsibility of the Deputy Head (Academic), the A, G& T co-ordinator and the Head Mistress overseen by the Education Committee which reports to the Board of Governors.

Author	David Collins, Deputy Head (Academic) Aled Leyshon, SENCo
Date	September 2022
Approved by	Education Committee
Date	14 November 2022
Review due	Michaelmas Term 2023