



Belmont Preparatory School 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 Preparatory School is:

- A selective independent preparatory 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 Academic Deputy Head acts as the SENCo for pupils in Years 1-8 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 the Academic Deputy Head;
- 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 Academic Deputy Head/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 Academic Deputy/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 Academic Deputy Head/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 Academic Deputy Head 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 Academic Deputy Head/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 foremost identify their strengths and secondly 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 written by the pupil;
- be a weekly point of contact with the pupil and serve as their advocate (along with the Academic Deputy Head)
- meet with parents at their request;
- meet with parents at the November and March 1:1 Learning Support Parents' Meeting;
- writing an end of year report specifically reporting on the pupil in their learning support environment;
- 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. 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 Deputy Head (Academic) and the Head of Learning Support and other key staff present.

9 Individual Education Plans

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 8, his or her IEP:

- identifies strengths and weaknesses
- 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 October 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;
- 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

10.1 A pupil in Years 1 to 8 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 EHC, except in exceptional circumstances;
- A pupil with an EHC 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 (ENC), 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 people 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 is very high 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. An Individual Support Plan (ISP) 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 Individual Support Plan (ISP) we will detail areas of learning and development, broken into small steps, 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 ISP.

d) All evidence of outcomes is recorded, monitored and reviewed in the ISP.

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 with. If there has not been daily contact with the parents/carer, information is written in the child's daily communication book. 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 8, these, typically, these would be drawn from:

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

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 laptop computers 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)
Date	19 September 2018
Approved by	Education Committee
Date	04 October 2018
Approved by	Legal & Compliance Committee
Date	20 November 2018
Review date	Michaelmas Term 2019 or as regulatory changes are made

Appendix I

A Calendar Guide to Learning Support at Belmont Preparatory School (Years 1-8)

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 Academic Deputy Head (as Academic Deputy Head/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. Pupils play a significant role (with help from their learning support teacher) in identifying strengths and weaknesses (particularly strengths) and constructing suitable targets with an understanding of provision, strategy and success criteria.
Mid November	1:1 Parents’ Meeting	<ul style="list-style-type: none"> • 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. The Academic Deputy Head/SENCo will also be in attendance.
mid-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 play a major role in this review - particularly of targets they constructed in November. • Pupils receive a new IEP - re-setting targets and aiming to inspire pupils to meet new challenges and make further progress. Again, pupils play a pivotal role in the writing of this IEP.
late-March	1:1 Parents’ Meeting	<ul style="list-style-type: none"> • 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. Academic Deputy Head will also be in attendance.

June	Recommendation for learning support in September	<ul style="list-style-type: none"> Following the school exams (Years 3-7) and a full learning support review meeting, the Academic Deputy Head will write formally to all parents whose children are receiving a learning support recommendation for the new academic year in September. This contact from Academic Deputy Head is for both existing 1:1 lessons as well as for pupils who are receiving the recommendation for the first time.
Years 1-8 July	Learning Support report	<ul style="list-style-type: none"> As part of the full written report sent to all parents at the end of the Summer term, the pupil's learning support specialist teacher will write a full report based upon their 1:1 sessions with the pupil.

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 the Academic Deputy Head 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, they are encouraged to contact their son or daughter's English or Maths teacher. The Academic Deputy Head will also be happy to field any further concerns or questions.

Appendix II

A Calendar Guide to Learning Support at Belmont Preparatory 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	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. 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.	<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	provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. It is a working 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.	<ul style="list-style-type: none"> • Continuous assessment and informal conversation with parents/ carers. • 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 ✓ Ann Locke ✓ 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 'assess, plan, do review' cycle
Enhanced local offer	Determines the level at which more targeted support is required and may apply to Inclusion Support Grant.	<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 Sector improvement Advisor ✓ 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 	<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.
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.



Belmont Preparatory School 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 ‘able’, ‘gifted’ and/or ‘talented’ and hence this policy forms part of the SEN/Learning Support Policy including EYFS .

2 Aims

- 2.1 This Policy aims to:
- ensure that we recognise and support the needs of all our children;
 - enable children to develop to maximise their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set for them;
 - encourage children to think and work independently.

3 Equality Statement

- 3.1 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 In the national guidelines the terms ‘gifted’ and ‘talented’ are distinguished as follows:
- 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, and based on CAT4 screening, an able child has a mean score of 120 - 124;
 - ii. ‘gifted’ 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, an able child has a mean score of 125+;
 - 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.

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. Each child’s application form asks for details of achievements and interests in particular areas. Discussions with parents and carers and references obtained from the previous school enable us to add further details to our records.
 - ii. 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 this provides a clear indication of the individual child's strengths and achievements in the seven areas of learning.

- iii. As the children progress through the school, we test them annually to ensure that they are making the sort of progress that we are expecting of them in their personal targets. 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. This information is used by all subject departments to identify potential scholars and gifted pupils in their subjects.
- iv. Each teacher regularly reviews each child's progress and discusses progress with parents at the formal parents' evenings and whenever necessary.
- v. Only a small percentage of children in our school will be considered as gifted or talented. Provision will be made for these children within the normal class teaching, and we will also provide enrichment or extension activities to promote their skills and talents still further in line with our Curriculum Enrichment booklet.

6 Identifying Giftedness in English and Mathematics

6.1 Gifted children in English are identified when they:

- 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 in creative writing beyond age-appropriate expectations;
- can evaluate and appreciate writers' craft across a range of genres;
- enjoy writing and is able to experiment as well as develop their own distinctive style.

6.2 Gifted children in Mathematics are identified when they:

- demonstrate beyond expected levels of attainment orally or in written form;
- see solutions quickly;
- see beyond the question and understand more complex concepts that may involve greater number manipulation;
- work more flexibly, establishing their own strategies;
- perform well in the numeracy test, class work attainment tests and other formal exam situations.

7 Curriculum Enrichment

7.1 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 Year 1 to Year 8 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 Teaching and Learning Style

8.1 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, such as by providing the following opportunities:

- i. individual targets;
- ii. a variety of organisational strategies that can be used by all children, but give due scope to higher achievers.
- iii. a common activity that allows the children to respond at their own level;
- iv. an enrichment activity that broadens a child's learning in a particular skill or knowledge area;

- v. an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- vi. the opportunity for children to progress through their work at their own rate of learning;
- vii. the support of teaching assistants;
- viii. In Years 1 and 2 any children we feel are particularly able, are given extension work to develop their skills either in small groups or on a one to one basis; In the Early Years any children working beyond the exceeding levels are given individual targets to extend and enhance their learning.
- ix. In Years 3 upwards we set targets and teach the children in sets from Year 5 upwards. In Years 3 and 4, pupils are grouped in English and Maths according to need in order that those ready for acceleration and extension can be stretched accordingly. These are not formal sets, as the groups change frequently according to the lesson focus. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability of each class.
- x. We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical, artistic and creative clubs.
- xi. Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. As Belmont develops into a Virtual Learning Environment, the potential for able pupils to take greater independent ownership of their preps is rich.
- xii. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

9 Monitoring and review

- 9.1 The implementation, monitoring, evaluation and review of this Policy is the primary responsibility of the Deputy Head (Academic) and the Head, overseen by the Education Committee which reports to the Board of Governors.

Author Mrs Helen Skrine, Headmistress, and David Collins, Deputy Head (Academic)

Date September 2018

Approved by Education Committee

Date 4 October 2018

Review due Michaelmas Term 2019 or as regulatory changes are made