



# Additional Learning Needs and Special Educational Needs Policy

Whole school	WEBSITE
Statutory?	Yes
Reviewed	January 2025
Next review	January 2027
Upload to:	Website + MSP, Sharepoint
Sign off	Uploaded:

## **STATUTORY COMPLIANCE**

- Equality Act (2010)
- **Nursery** - SEND Code of Practice 0-25 (June 2014); Schools SEN Information Report Regs (2014); Statutory Guidance on supporting pupils at school with medical conditions April 2014  
**KEA, KEP and KES** – working in line with SEND Code of Practice 2015 we have drawn up a policy which reflects its best practice.

This policy applies to all children, including those in the Early Years Foundation Stage.

This policy should be read in conjunction with the following King's Ely policies & procedures:

- Admissions Policy;
- Behaviour Policy;
- Disability Policy & Accessibility Plan;
- English as a Second or Other Language (ESOL) Policy;
- Equal Opportunities & Diversity Policy;
- Extension and Enrichment;
- Marking Procedure ;
- Safeguarding (including Child Protection) Policy;
- SEN Information Report;
- Teaching & Learning Procedure;
- King's Ely Terms & Condition – Section 5: “Educational Matters”.

## **1. LEARNING SUPPORT (LS) CO-ORDINATORS**

- **KEAN – Rebecca Menzies**      BSc (Hons) PGCE, Adv Dip in Teaching and Assessing pupils with Specific Learning Difficulties
- **KEA – Rebecca Menzies**      BSc (Hons) PGCE, Adv Dip in Teaching and Assessing pupils with Specific Learning Difficulties
- **KEP – Fiona Keene**              BA (Hons), PGCE
- **KES – Ryan Thomas**            BA (Hons), QTS, NASENCO Award

## **2. VALUES AND VISION FOR SPECIAL EDUCATIONAL NEEDS (SEN)**

Every teacher at King’s Ely is a teacher of every child or young person, including those with Special Educational Needs and Disabilities (SEND).

The aim of the LS Department is to apply the school’s philosophy of bringing out the potential of every pupil.

Compliant with the Equality Act 2010 and consistent with the school’s policy on Equal Opportunities and Diversity, King’s Ely is committed to ensuring that each student has equality of access to a broad and balanced curriculum and appropriate access to activities, facilities and resources, in order that they may fulfil their potential, regardless of gender, ethnic, linguistic, cultural and religious background, disability or SEN (subject only to any overriding health and safety considerations).

At King’s Ely, our over-riding policy with regard to admission to and continuation within the school is that we feel that the pupil will thrive in the context of the learning environment we offer and the underpinning ethos of the school. We are committed to a policy of equal opportunities and equal treatment for all and we cater for pupils with a range of academic ability and will consider applications from all pupils, including those with SEN and/or SEND. However, the School would not accept a pupil for whom the environment or courses available would be inappropriate or where the school cannot meet their individual need.

If we feel that we can meet the individual needs of a child, and this is based on their ability to access the curriculum on offer, and behave in such a way that the unique dynamics of our nurturing and caring setting is not affected, we will consider an application for that pupil. It is crucial for the school to maintain a calm and non disruptive environment which enables all pupils to have the opportunity to maximise their progress academically, pastorally and socially, in safe and caring surroundings. In this respect we will not consider pupils with social, emotional and behavioural difficulties (SEBD), with complex social, emotional and mental health conditions (SEMH) for admission or with a global development delay which restricts their access to a mainstream curriculum. Where conditions or needs arise during a pupil’s time at King’s Ely which mean that the stipulations above are no longer able to be met, we may require the pupil to leave the School.

### 3. ADMISSIONS

The School's admission policy can be found via the school's website.

Admissions Arrangements:

Prospective pupils with SEND will be admitted on the same criteria in line with the school's admission policy, unless the school cannot reasonably make the adjustments required to cater for their needs. Parents with pupils with SEND applying for a place at the school are invited to discuss the child's needs at an early stage. There is an expectation of parents as a condition of any offer of a place to complete the SEN section of the admission form and fully disclose all SEND information and any additional support that has been received to date. The school may also contact the child's previous school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs, within the context of the needs of other pupils and resources available within the year group or Section. Every effort is made to accommodate a pupil's needs where possible including appropriate arrangements for entrance assessments at the School's discretion.

### 4. IDENTIFICATION OF SEN AND ADDITIONAL NEEDS

#### **Terms**

- **Special Educational Needs (SEN)** - *“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. **Special Educational Needs and Disability Code of Practice, 2015.***
- **Disability** - *‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ **Equality Act 2010.** (This includes people with with certain medical conditions such as cancer, epilepsy etc or mental health issues.)*
- **Special Educational Needs and Disabilities (SEND)**
- **Additional Learning Needs** - Pupils at King's Ely have Additional Learning Needs if they have a learning difficulty but their needs can be met in the classroom by adaptive teaching and or reasonable adjustments.
- **Learning Support List** - The Learning Support List is a database of pupils who have SEN and Additional Needs not other learning differences.

At King's Ely this Policy only relates to pupils with SEND and Additional Learning Needs.

Most of the children on the Learning Support List will have Additional Learning Needs, not SEND.

#### **What SEN is not: the other factors that may affect progress and attainment**

Children will not be regarded as having SEN solely because the language or form of language of their home is different from the language in which they are being taught.

“Many children and young people who have SEN may have a disability under the Equality Act 2010. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.” **Special Educational Needs and Disability Code of Practice, 2015.**

A pupil who fails to make progress due to poor school attendance or poor punctuality will not necessarily have SEN or an Additional Learning Need.

We recognise that under the SEN Code of Practice, the four broad areas of need are: **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical needs.**

However, at King’s Ely pupils with **Social, Emotional and Mental Health and Sensory and/or Physical/ Health needs** will not necessary be covered by the LS Department unless their needs have a significant, negative impact on their learning.

## **SEN Support**

Our Objectives At King’s Ely:

- The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils.
- All teachers are teachers of all children, including those with SEN
  - Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from assistants and specialist staff.
  - Quality First Teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
  - King's Ely Acremont Nursery (EYFS) Additional Learning Needs and Special Educational Needs guidance can be found in Appendix I.

## **5. IDENTIFICATION**

### **Graduated Response**

Underpinning the school provision is the graduated approach cycle of:



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. However, when pupils are not making the expected level of progress a further graduated response may be required.

### **Identification through screening and assessment**

At King's Ely pupils' literacy skills are tested and they are screened for dyslexia. This will happen in years 3, 7, 9 and in year 12. New pupils to the school will also be screened as part of their entrance assessment. Other assessments which include INCAS, MidYIS and ALIS are also used to inform staff about pupils' learning profiles. Parents may be informed if assessment results indicate a possible specific learning difficulty.

If necessary, learning support staff may carry out further testing.

For a variety of reasons, screening and tracking data may not identify all pupils who have additional needs. If the class teacher or parent expresses concern about a child's progress or development, a referral form will be completed and the Learning Support Co-ordinator will either carry out a classroom observation, make recommendations for teaching, or will carry out further in-school assessment. The parents will be informed of the results of any assessment carried out and next steps will be discussed.

Depending on the results of the assessment, pupils can be placed on the Learning Support list. The severity of needs of the pupil will determine at which level they are placed. *(See Appendix 1 for levels and provision.)*

In order to help children with additional needs or special educational needs, the school has adopted a **graduated response** that ensures that a continuum of provision is offered which brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Pupils with identified learning difficulties will be placed at a level from 1 to 5 on the Learning Support list. Pupils are able to move through these levels depending on their needs and academic progress. *(See Appendix 1 for detailed criteria and provision for each level as well as suggested possible interventions.)*

- Levels 1 - 4 will be defined as those pupils with Additional Needs with level 1 being a monitor level. At KEA, any pupil who leaves class for intervention is considered to be Level 4 – see graduated response;
- Pupils on level 5 will be defined as having SEN: They have not made progress despite having targeted intervention. Their needs are so significant and they need specialist teaching and intervention and/or further assessment in order to make progress.

Sometimes it may be necessary for a pupil to receive 1:1 support from a specialist tutor. Charges will be incurred for this individual provision.

This provision will be agreed by Head at KEA, Director of Studies in KEJ or Vice Principal Academic in KES.

In order to support Quality First Teaching, Learning Support Assistants (LSAs) may be deployed to classes where pupils are deemed to have a level of need according to timetable availability.

On occasions it may be felt necessary for a pupil to have an External Assessment carried out and this cost is incurred by the parents.

The Senior Leadership Team at King's Ely regularly and carefully review the quality of teaching for all pupils, through Continual Professional Development This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and the knowledge of the SEN most frequently encountered.

The Learning Support Coordinator is responsible for planning outcomes for pupils with SEN, assessing the effectiveness of the allocated provision and reviewing next steps in the cycle.

### **Pupil Profiles**

At King's Ely we recognise that every pupil is unique and therefore our Learning Support arrangements are personalised to meet the needs of individual students.

Some pupils on the Learning Support List, where deemed necessary, may have individual Pupil Profiles, which are stored securely on the school intranet. These detail the pupil's identified needs, how to remove the key barriers to effective learning. Pupil profiles are managed by the LS Department.

## **6. INVOLVING PARENTS/CARERS AND PUPILS**

The school recognises and values the fact that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Additional Needs and SEN will be treated as partners and supported to play an active and valued role in their child's education.

Learning Support staff are available at all Parents' Evenings, which are held at least twice a year. Parents can also contact staff whenever required by email or they can arrange to come and meet to discuss any particular issues.

Links to the school's SEN Information Report as well as to this policy are available on Sharepoint.

Pupils will also be encouraged to contribute and play an active part in determining their goals and how these are to be achieved.

## **7. RECORD KEEPING, MONITORING AND DATA MANAGEMENT**

- Learning Support list on Sharepoint
- Individual Pupil information on iSAMs.

As well as keeping the Learning Support list and specific assessment data for intervention and access arrangements up to date, the Learning Support Co-ordinators will also be involved in the school's analysis of tracking and monitoring of progress.

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

## **8. WORKING WITH INTERNAL AND EXTERNAL SPECIALISTS**

“The school has a Wellbeing Team and a Counselling Team who the Learning Support Co-ordinators may refer pupils to who need support for social and emotional needs that may be a result of a specific difficulty.

The Learning Support co-ordinators also work with a variety of external professionals, including Specialist Teachers, Educational and Clinical Psychologists, Occupational Therapists and Speech and Language Therapists”

## **9. SUPPORTING TRANSITION**

In addition to the normal transition arrangements into other sections of the school, pupils with Additional Needs and SEN will have supplementary arrangements to ease their transition into the next phase of their education. This will be personalised for individual pupils.

## **10. PUPILS WITH MEDICAL CONDITIONS**

According to the SEND Code of Practice, pupils with certain medical conditions such as cancer, epilepsy etc. are deemed to have a disability. Unless these children have SEND needs, their needs will be met according to the Equality Act 2010 and the school's Disability Policy & Accessibility Plan and they will not necessarily be on the Learning Support List.

## **11. EDUCATIONAL & HEALTH CARE (EHC) NEEDS**

In the event that a child's needs exceed the provision that can be met at Level 5 of our graduated response, the school will discuss with parents the possibility of requesting Local Authority involvement in an Early Help Assessment which may or may not lead to an EHC Plan (EHCP).

Provision for pupils with an EHCP will be made with due regard to the SEN Code of Practice. The school will co-operate with the Local Authority and parents to work towards the provision set out in the EHC Plan and review this as required.

## **12. FURTHER INFORMATION**

The SEN Information Report, available on the school's intranet, is updated annually.

This policy will be reviewed every two years or as necessitated by any changes in practice or regulation.



*Additional Needs and Special Educational Needs Policy*

Appendix I – EYFS Learning Support at King’s Ely

Appendices II - Description of Criteria and provision at differing levels of need.

Appendix III- Flow chart of identification of need.

Appendix IV – One to One Learning Support Provision.

## **APPENDIX I - KING'S ELY EARLY YEARS FOUNDATION STAGE - ADDITIONAL LEARNING NEEDS AND SPECIAL EDUCATIONAL NEEDS**

This policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, the EYFS and SEND Code of Practice 2015, the policy of the Local Education Authority and the aims of the Nursery as outlined in Nursery documentation.

### **The Local Offer**

We are aware of the Local Offer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

We follow the fundamental principles of the SEN Code of Practice and these are:

- A child with SEN should have their needs met.
- The SEN children will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN.
- Being aware of and alert to emerging difficulties and responding early.
- All children with medical needs get the support required to meet those needs.

### **Special educational provision means:**

(a) For children of two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

(b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

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

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum.

### **Identification, Assessment and Provision in Early Education Settings**

All children in the EYFS are monitored and observed by teachers, teaching assistants and practitioners. This monitoring ensures that children with emerging needs are identified early.

An integrated review for two year olds ensures that their development is reviewed with parents/carers. If either assessment identifies any difficulties or needs, a meeting with parents will be set up to discuss the concerns and how the child and family can be supported.

Many children will have their additional needs met with good EYFS practice. However, practitioners may benefit from liaison with colleagues and involving the SENCo in developing approaches. If there continues to be developmental concerns, needs may be discussed with our Community Nursery Nurse, the county Early Years Advisors or other professionals.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (the end of the school Reception year). Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their Reception year. These children will need differentiated learning opportunities and regular monitoring within the Nursery or their Reception class to help them make progress.

In addition the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

### **The Special Educational Needs Coordinator (SENCo)**

The EYFS framework requires early years providers to have arrangements in place for meeting children's SEN, including the expectation to identify a SENCo.

The SENCo will have responsibility for:

- Liaison with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.

### **Graduated Response**

If a child is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response of an 'Assess, Plan, Do, Review' system, which supports practitioners and parents to evaluate progress over time and plan any next steps. These cycles can continue on a regular basis, and will provide a valuable record if needs become more significant or complex over time. Staff initially:

- Make targeted observations and monitor a focus area of need
- Identify the child's unique strengths and where good progress is being made
- Plan strategies to support identified areas of need, if necessary adapting working practices and the environment to suit the needs of the child.
- Bring an issue to the attention of the SENCo and share their findings with staff and parents, and if necessary other specialists.
- Agree clear outcomes and review progress.
- Put in place individual education plans with measurable targets for the child.
- Monitor through targeted observations.
- Signpost families to other services.
- Review

This graduated response recognises that there is a continuum of special educational needs and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. These different support mechanisms may include:

- An initial visit from the health visitor or community nursery nurse.
- Referrals to outside agencies including speech therapists (drop in sessions), paediatricians, educational psychologists etc.
- Support from the Early Years Team/LA support services.
- Further training of staff to meet the child's needs.

### **Initial Concerns**

Staff may initially have concerns about a child that they share internally and in particular with the SENCo. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

### **Discussions with parents**

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets resulting in individualised planning.

When a child in the setting is identified as having special educational needs we initially devise our own interventions to be used in addition to our usual curriculum (SEN Support). The triggers for SEN Support could be that the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access.

### **SEND Support**

Where a child has made limited progress, and is identified as having more significant needs, the 'Assess, Plan, Do, Review' cycles will continue. Practitioners may request, after consultation and permission from parents, the involvement of other agencies in the identification of the child's needs. The LA Advice and Coordination Team (ACT) will be able to let us know if there is an existing Family Common Assessment Framework (FCAF).

### **Requests for an Education, Health and Care**

For a very few children the help given by the early education setting through SEN Support will not be sufficiently effective to enable the child to progress satisfactorily, and they will make limited or no progress. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a multi-disciplinary assessment may be appropriate.

This information will be collated via an Early Help Assessment (EHA) with parents and KEAN together.

Where a request for an Education, Health and Care Plan (EHCP) Assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

### **Record Keeping**

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement is sent on to the next school upon transition. The records we keep are available to the child's parents on request.

## APPENDIX II

Criteria for level				
SEN	Additional Needs			
Level 5	Level 4	level 3	level 2	level 1 (Monitor)
Reasonable adjustments require "different from and additional to" provision	Reasonable adjustments met by "different from" provision	<b>Needs can be met by reasonable adjustments in the classroom and good adaptive teaching</b>	<b>Needs can be met by reasonable adjustments in the classroom and good adaptive teaching</b>	Some screening scores or discrepancies on MidYIS/INCAS data or lack of progress indicate extra testing may be required
Cannot access the whole, without support curriculum or need restricted curriculum	Can't make expected rate of progress without additional support in core lessons or access to some LS facilities or additional provision by subject specialists or external agencies	Occasional access to Drop ins etc may be necessary for this pupil at their discretion.		Have had support in past and may be ready to come off register
Multiple difficulties	High level of adaptive teaching needed in English or maths	May have diagnosed learning difficulty eg ADHD/ ASD or a medical condition with some resulting learning needs.	May have diagnosed learning difficulty eg ADHD/ ASD or a medical condition with some resulting learning needs.	
High severity of difficulty				
Have some screening scores below 85 and evidence that access arrangements are required	Have some screening scores below 85 and evidence that access arrangements are required	Have some screening scores below 85 and evidence that access arrangements are required	Have some screening scores below 85 and evidence that access arrangements are required	

*Additional Needs and Special Educational Needs Policy*

<b>Provision</b>				
<b>Level 5</b>	<b>Level 4</b>	<b>level 3</b>	<b>level 2</b>	<b>level 1</b>
1:1 or small group support by TLC or external agency	In class support for core subjects at least 2x weekly	some observation by TLC staff	Good classroom adaptive teaching	Good classroom adaptive teaching
TLC support available via "Drop in" at pupils parent or teacher request	TLC support available via "Drop in" at pupils parent or teacher request	TLC support available via "Drop in" at pupils parent or teacher request		
Teachers and TLC need to work together to make major adjustments to differentiate for pupils	Teachers need to make modifications/adaptions to teaching methods or materials to cater for specific need as recommended by EP	some classroom modifications and adaptive teaching by subject teachers		
Termly meetings with parents	meeting at parents evenings			
specific planned outcomes identified	Targets and outcomes identified primarily by teachers and pupils			
Access arrangements for exams determined by guidelines for Key stage	Access arrangements for exams determined by guidelines for Key stage	Access arrangements for exams determined by guidelines for Key stage	Access arrangements for exams determined by guidelines for Key stage	Monitor

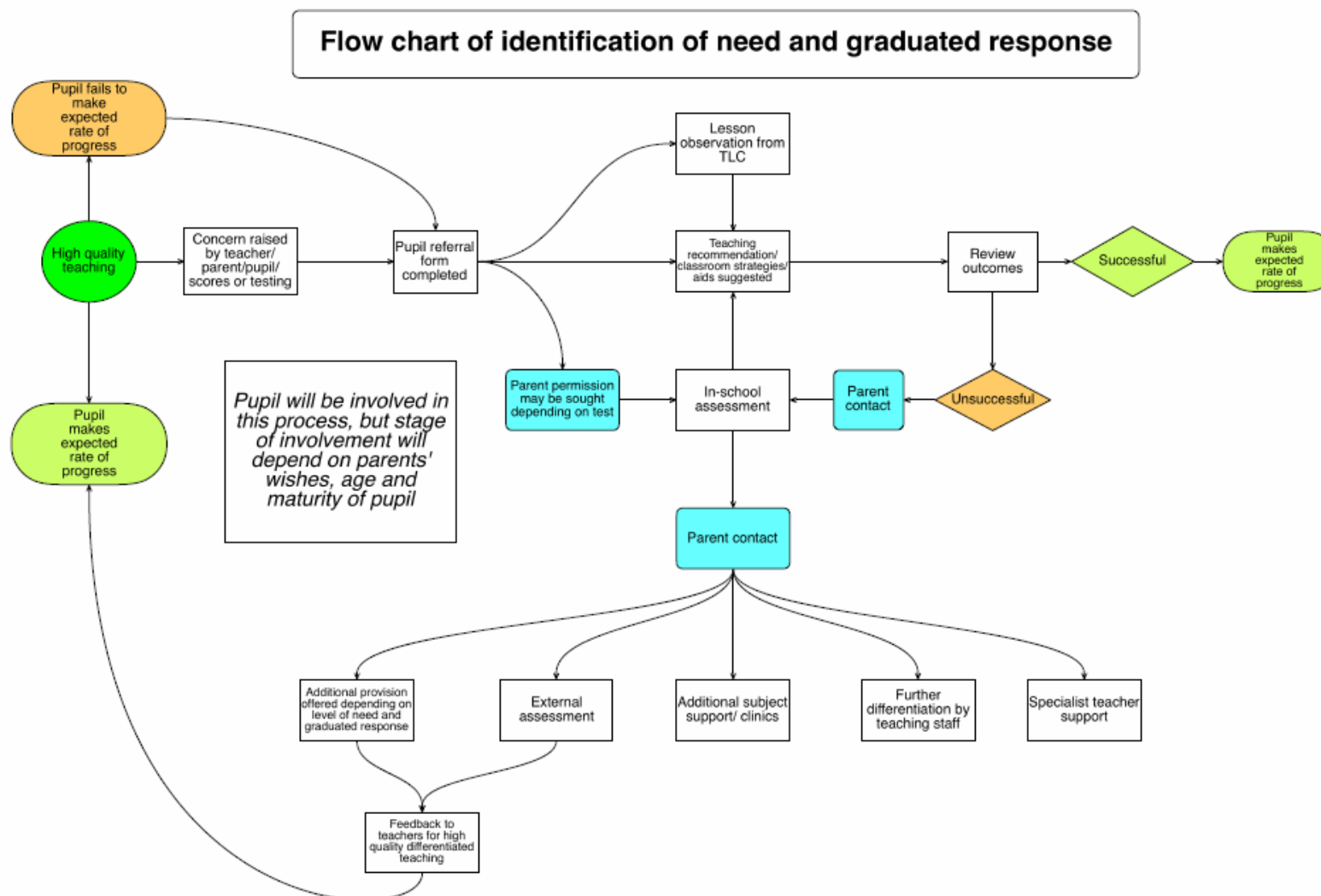
What Can be Offered at Each Level if current progression and progress is not deemed to be satisfactory (individual needs and current level of provision will be taken into account to work out most effective strategy)				
Level 5	Level 4	level 3	level 2	level 1
		Teacher should be able to make reasonable adjustments by classroom environment or <b>more significant</b> adaptive teaching. Advice can be offered by TLC.	Teacher should be able to make reasonable adjustments by classroom environment or <b>further</b> adaptive teaching. Advice can be offered by TLC.	Teacher should be able to make reasonable adjustments by adapting classroom environment or adaptive teaching. Advice can be offered by TLC .
		<i>Additional provision for pupils that can be offered</i>	<i>1 or 2 of these may be happening so an additional 1/2 can be offered</i>	<i>1 or 2 from the following list can be offered to pupil</i>
Subject specific clinics/ help from teachers	Subject specific clinics/ help from teachers	Subject specific clinics/ help from teachers	Subject specific clinics/ help from teachers	Subject specific clinics/ help from teachers
Specific help from tutor	Specific help from tutor	Specific help from tutor	Specific help from tutor	Specific help from tutor
	Drop in sessions	Drop in sessions	Drop in sessions	Drop in sessions
Observation in classroom by LS	Observation in classroom by LS	Series of observations in classroom by one or more of LS/SLT/ TLC/subject specialist/to build up picture of need	Observation in classroom by TLC/SLT/ subject specialist	Observation in classroom by TLC/SLT/ subject specialist
Support for teacher to differentiate	Support for teacher to differentiate	Support for teacher to differentiate	Support for teacher to differentiate	Support for teacher to differentiate
Organisation systems to support difficulties	Organisation systems to support difficulties	Organisation systems to support difficulties	Organisation systems to support difficulties	Organisation systems to support difficulties
	Other screening if available	Other screening if available	Other screening if available	Other screening if available
	External testing	External testing	External testing	External testing
External support eg SALT/ OT	External support eg SALT/ OT			



*Additional Needs and Special Educational Needs Policy*

	Small group/ 1 to 1 specialist teaching or catch up provision delivered by LSAs /TAs			
	Outcomes identified and specific targets to be devised by LS and teachers that will be reviewed by given date. (APDR)			
Possible statutory assessment where relevant.				

APPENDIX III



The King's School Ely  
Whole School Provision of Learning Support  
(King's Ely Acremont)

LITERACY  
DIFFICULTIES

NUMERACY  
DIFFICULTIES /  
WORKING  
MEMORY

ASD

COMMUNICA-  
TION  
SPEECH &  
LANGUAGE

SOCIAL  
INCLUSION  
BEHAVIOUR  
EMOTIONAL/  
MENTAL HEALTH

MOTOR SKILLS  
FINE AND GROSS

PROCESSING  
SKILLS/  
CONCEN-  
TRATION

INCLUSIVE STRATEGIES AND ADAPTIVE TEACHING IN WHOLE CLASS LESSONS

Y.2 1hr p.w  
Multi-sensory  
teaching in small  
group from  
specialist  
dyslexia teacher

Y.1 Phonic Boost

Y.2 ICT Reading  
& Spelling  
Intervention  
5 x 30 min p.w

Y.2 1hr p.w  
Specialist multi-  
sensory teaching  
in small groups  
  
Maths  
Intervention ICT  
based, 1 hour  
p.w.

INTEGRATED  
PLAY CHILD  
PSYCHOLOGIST  
A period of  
weekly 1:1  
support sessions

S & L  
Assessment  
from trained  
teacher, prior to  
outside agency  
referral

INTEGRATED  
PLAY CHILD  
PSYCHOLOGIST  
A period of  
weekly 1:1  
support sessions

Multi-sensory  
fine motor skills/  
Handwriting  
group  
20 mins p.w.

Group support  
to build self-  
esteem, develop  
motor skills and  
encourage  
collaboration,  
following  
instructions and  
concentration,  
through music,  
PE and problem  
solving activities  
25 mins p.w.

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LITERACY  
DIFFICULTIES

NUMERACY  
DIFFICULTIES /  
WORKING  
MEMORY

ASD

COMMUNICA-  
TION  
SPEECH &  
LANGUAGE

SOCIAL  
INCLUSION  
BEHAVIOUR  
EMOTIONAL/  
MENTAL HEALTH

MOTOR SKILLS  
FINE AND GROSS

PROCESSING  
SKILLS/  
CONCEN-  
TRATION

INCLUSIVE STRATEGIES AND ADAPTIVE TEACHING IN WHOLE CLASS LESSONS

Multi-sensory  
teaching in small  
group from  
specialist  
dyslexia teacher  
Y.2 1

Specialist multi-  
sensory teaching  
in small groups

INTEGRATED  
PLAY CHILD  
PSYCHOLOGIST  
A period of  
weekly 1:1  
support sessions

S & L  
Assessment  
from trained  
teacher, prior to  
outside agency  
referral

INTEGRATED  
PLAY CHILD  
PSYCHOLOGIST  
A period of  
weekly 1:1  
support sessions

Multi-sensory  
fine motor skills/  
Handwriting  
group  
20 mins p.w.

Group support  
to build self-  
esteem and  
encourage  
collaboration,  
following  
instructions and  
concentration,  
through music,  
PE and problem  
solving activities  
25 mins p.w.

Group support  
to build self-  
esteem and  
encourage  
collaboration,  
following  
instructions and  
concentration,  
through music,  
PE and problem  
solving activities  
25 mins p.w.

Group support  
to build self-  
esteem and  
encourage  
collaboration,  
following  
instructions and  
concentration,  
through music,  
PE and problem  
solving activities  
25 mins p.w.

Group support  
to build self-  
esteem, develop  
motor skills and  
encourage  
collaboration,  
following  
instructions and  
concentration,  
through music,  
PE and problem  
solving activities  
25 mins p.w.

**The King's School Ely Whole School Provision of Learning Support  
(King's Ely Junior: Years 3 - 8)**

Literacy difficulties

Co- ordination difficulties

Numeracy difficulties

Concentration difficulties / ADD, ADHD

Social and communication difficulties / ASD

Physical / visual/ hearing Impairment

Processing difficulties

Non – verbal learning difficulties

Social / Mental Health difficulties

Inclusive strategies and adaptive teaching in whole class lessons (see Inclusive Strategies / Adaptive Teaching sheets)

A period of Specialist teacher group support lessons for significant need as timetable allows

Learning Support Assistant support in class for significant need as timetable allows  
Lower sets in Y5, 6, 7 & 8 supported in core subjects

Drop in sessions for Y 5-8 at lunchtime

A period of Learning Support lessons offered in place of MFL for Y6, 7, & 8 x 1 weekly

Touch typing sessions Y 5-8 at lunchtime

Internal exam access arrangements as prescribed by EP / external assessment reports. Evidence and data collated for Senior School exams

Inclusive access to school counsellors by appointment, clubs and activities available daily at lunch and after school

**The King's School Ely Whole School Provision of Learning Support  
(King's Ely Senior: Years 9 - 11)**

Literacy difficulties

Co-ordination difficulties

Numeracy difficulties

Concentration difficulties

Social and Communication difficulties

Physical/visual/hearing Impairment

Processing difficulties

Non – verbal learning difficulties

Social/mental health difficulties

**INCLUSIVE STRATEGIES AND ADAPTIVE TEACHING IN WHOLE CLASS LESSONS (see Inclusive Strategies sheets)**

Set five English year 9, supported by learning support staff where timetable allows

Set five maths year 9 supported by learning support staff where timetable allows

School counsellors

Year 9 – Group learning support lessons (group size is dependent on numbers requiring this support) offering study skills; revision techniques; exam techniques; help with prep and subject specific content. Once weekly in the place of the language challenge lesson

Year 10 and 11 – group learning support lessons (group sizes dependent on numbers requiring this support) offering all of the above. Three times weekly in the place of a GCSE.

Learning support lesson before school/break/lunchtime available on request where time available

Exam access arrangements as prescribed by EP/Specialist teacher in line with JCQ requirements (extra time/keyboards etc)

Inclusive access to school counsellors by appointment

Subject clinics delivered by departments

**The King's School Ely Whole School Provision of Learning Support  
(King's Ely Senior: Years 12 &13)**

Literacy difficulties

Co- ordination difficulties

Numeracy difficulties

Concentration difficulties

Social and communication difficulties

Physical/visual/ hearing Impairment

Processing difficulties

Non – verbal learning difficulties

Social/mental health difficulties

INCLUSIVE STRATEGIES AND ADAPTIVE TEACHING IN WHOLE CLASS LESSONS (see Inclusive Strategies sheets)

Learning Support session with a 6th Form LS teacher once a week - package of 6 sessions/ half term

Exam access arrangements as prescribed by EP/ Specialist teacher. In line with JCQ requirements (extra time/keyboard etc)

Subject clinics delivered by departments

Inclusive access to school counsellors by appointment

## **Appendix IV**

### **One to One Learning Support Provision**

Charges will be incurred for this individual provision.

Professionals will be required to meet school safeguarding criteria.

Provision to be arranged, managed and financed privately between parent and tutor.

The need and scheduling of provision will be agreed by Head at KEA, Director of Studies in KEJ or Vice Principal Academic in KES.

### **Criteria for One to One Learning Support:**

1. A pupil at level 4 or 5 who is not making expected progress despite appropriate intervention.
2. And / or external report recommendations.
3. May have a recommendation from core subject teacher or Learning Support.
4. May be a condition requirement as part of the admission offer process following entry assessments.
5. Must have prior approval from Head, KEA, Director of Studies, KEJ or Vice Principal Academic, KES.