Learning Support (SEN)
Department Handbook and Policies
CONTENTS

Introduction 3
Learning Support Staff 3
Policy Statement 4
Objectives 5
Spiritual, Moral, Cultural and Social Aims 5
Policy for Help Children Achieve More Agenda 6
Roles and Responsibilities 8
Identification and Assessment 10
Education and Health Care Plan Provision 10
Support Plans 12
MOD SENA Provision 13
Gifted and Talented Pupils 13
EAL Provision 14
Range of Learning Difficulties 17
Code of Practice 17
The Learning Support Register 18
Timetabling 18
Programmes of Study 20
Documentation 20
Departmental Meetings 20
Exam Arrangements and Extra Time Applications 20
Schemes of Work 21
Cross-Curricular Links 21
Marking Policy 21
Monitoring Effectiveness 21

APPENDIX CONTENTS LIST

Example Support Plan 23
Example Service Children Report 25
INTRODUCTION

Learning Support for SEN is offered throughout Sherfield School. A team of experienced teachers who have taught in a variety of subject areas and some of whom have undertaken further professional study offer expertise in the education of more able, overseas, dyslexic, dyscalculic and dyspraxic pupils. A wide range of emotional and social needs can also be addressed by the team in addition to specific learning difficulties. The Department is overseen by an 1) SMT member with whole school experience in Learning Support, 2) a Pre-Prep specialist, 3) a Prep specialist and 4) a Senior School specialist to reflect the age range of pupils at the school. These four liaise with all departments offering direction, advice, observational assessment, Support Plans and assessment reports as required. The department is based in a number of small teaching spaces found throughout the school.

ENRICHMENT DEPARTMENT STAFF

SMT Oversight
Mr G. Meakin BSc, PGCE, MA Ed
20 years’ experience in 2 ½ - 18 independent education, UK and international schools, including Headmaster of a CReSTeD registered school for 6 years

Pre-Prep Co-ordinator
Mrs Michelle Maggs
Fda Childhood Studies
Dyslexia in the Primary School and Patoss Dyslexia Training,
Speechlink – Speech and Language Therapy in the Classroom,
Phonics International Systematic Synthetic Phonics Training,
14 years’ experience in EYFS and Independent Schools (5-11 years).

Prep School Co-ordinator
Mrs Heather Symons
NVQ3 Childcare Learning and Development
ILM Level 3 First Line Management
Speechlink – Speech and Language Therapy in the Classroom
INPP Training
10 years’ experience in Independent (2 ½ – 18 years) and UK Schools

Senior School Co-ordinator
Mrs Sophie Lucas, BA Hons
Dyslexia in schools training
Accredited Oral language Modifier qualification
INPP training
7 years’ experience working in Independent Schools (11-18 years)
Learning Support Teachers

Mrs Carrie Johnson, BEd (Hons),
Every child counts maths program training,
Speech and Language Link programme
Phonographix reading
15 years’ experience in education; primary, secondary and further education.

Mrs Marion McCardle
BSc Hons, PGCE
24 years teaching experience in primary, State and Independent schools.

Mrs Mythili Royyoru BA, PGDECE,
Supporting Primary Pupils with Dyslexia
Speechlink – Speech and Language Therapy in the classroom

Mr Paul Smallman
Understanding Autistic Spectrum Disorders
Understanding and managing behavioural, emotional and social difficulties
Cache level 3 diploma, supporting teaching and learning in schools
6 years’ experience working in schools

Mrs Melanie Zeferework
Patoss Dyslexia Training;
Speechlink – Speech and Language Therapy in the Classroom;
5 ½ years’ experience pre-prep and prep independent school.

POLICY STATEMENT

To apply a whole school policy to meeting each child’s individual needs following the guidelines of *The SEND Code of Practice, 2014 and The Equality Act 2010*.

To identify, at the earliest opportunity, any child who may have special educational needs.

To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

To provide different levels of intervention to match the child’s level of need.

To ensure that all school staff are aware of each child’s needs so that such needs may be met in all school settings. It is through an integrated whole school approach that the school can best effectively meet students’ needs, enabling them to achieve their potential.

To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability.
To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.

To ensure that children’s records include information relating to their individual needs and the interventions, which have been provided, and their outcomes.
To conduct reviews of the children’s progress.

To work in partnership with other children’s parents at all stages.

To include the children themselves in decision-making about the type of intervention and the targets to be included in a support plan.

To have regular meetings with the staff involved in teaching children to discuss any problems that may arise or give cause for concern and to provide support and advice for all staff working with special educational needs pupils.

To contribute to in-school programmes.

To keep abreast of new developments in teaching practice, attending courses if necessary.

To provide support for staff so that children’s needs may be met in the mainstream classroom.

**OBJECTIVES**

To offer all students equal access to the full breadth of the National Curriculum and beyond.

To enable students to fulfil their potential and to enhance the range of their interests.

To enhance students’ self-esteem and confidence, encouraging them to take responsibility for themselves and their actions.

To develop students’ capacity for fulfilment: in school, at home and during leisure.

**SPIRITUAL, MORAL, CULTURAL AND SOCIAL AIMS**

The spiritual, moral, cultural and social aspects of a pupil’s development do not form part of a separate scheme of work in the Learning Support department. It is the development of the character of the individual which is built up slowly and cumulatively. The Learning Support department contributes to this on-going process by encouraging the pupils to follow these aims:
Spiritual Aims
- To develop a respect for those who have different beliefs and customs.
- A willingness to look beyond materialism.
- A willingness to reflect on and think critically about their experiences and choices.
- To develop an ability to cope with times of difficulty which life naturally presents such as, anxiety, stress, unhappiness, illness, divorce and death.

Moral Aims
- To develop a sense of self-discipline and responsibility not only for their own action, but for their responsibilities to others
- To develop an awareness of, and pride in, their own unique gifts, talents and privileges
- To reject all forms of prejudice on the basis of class, race, sex, disability, religion or nationality
- To develop sensitivity to the feelings, needs and rights of others.
- To help those less fortunate or weaker than themselves.
- To develop an appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying.
- To develop a sense of self-confidence and self-worth.

Cultural Aims
- To encourage accomplishment in a range of cultural fields which may include: writing poetry, technology, design and sport.
- To develop an understanding of other religious, ethnic or political practices.
- To encourage an understanding of their own cultural traditions and other major cultural groups within our society.

Social Aims
- To provide opportunities for pupils to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for boys and girls to experience working cooperatively together.
- To provide opportunities for pupils to experience leadership and responsibility.
- To provide opportunities for pupils to be involved in a decision-making process.
ROLES AND RESPONSIBILITIES

The Role of the SMT Oversight

- To lead and oversee the work of the department, advise on updating and evaluating good practice, reflected in all school syllabuses and schemes of work, relevant systems and to keep them fresh in the minds of the teaching staff; to encourage inter-departmental co-operation and to contribute to the development of the cross-curricular issues; to promote the contribution of the department in the achievement of the school’s agreed aims and objectives.
- To delegate responsibilities within the department for developing areas of the programmes of study, schemes of work and to co-ordinate the work of staff within the department.
- To hold regular meetings with other members of the department, to confer over departmental matters, to keep minutes of these meetings and to convey the outcomes of the discussions in such meetings with relevant people.
- To contribute to in-school and in-service programmes.
- Within the framework of the school’s policy, to instigate and monitor the department’s policy for assessing, recording and reporting on the progress of the pupils within the department.
- To oversee the work being done in the department.

Role of the three Learning Support Co-ordinators

- To monitor the conduct of pupils within the department and take the appropriate action over problems as they arise, conferring with class teachers or form tutors and Head of School Sections.
- To ensure support is formulated, evaluated and updated on a termly basis by class teachers.
- To liaise with other teachers and parents as required.
- To keep an updated support register, with advice for class teachers to follow.
- To keep abreast of developments and regulations in the teaching of LS pupils and to keep other members informed.
- To be aware of the cross circular links and contribution Enrichment can make to the education of the whole child.
- To prepare information for external examination entries, including access arrangements and level of entry, in liaison with Heads of Subject and the Examinations Officer.
- To monitor the work of the teachers within the department.
- To participate in supervisory duties as necessary.
- To attend staff development courses.
- To attend Management meetings with a view to help raise the effectiveness of Learning Support and communication within the school.
- To ensure confidentiality.
- To carry out any other administrative tasks that may arise in the running of the department.
• To budget accurately, order and supervise all equipment and stock for the department.
• To be involved in the appointment of staff within the department.

The Role of the Learning Support Teachers

• To support the pupils at the school using the best possible practice and according to the policies of the school.
• To ensure the pupil’s records include information relating to their individual needs and the interventions, which have been provided, and their outcomes.
• To ensure support plans are formulated, evaluated and updated on a termly basis by class teachers.
• To provide pastoral care and support for all the children so that they may develop in all areas and build a strong sense of self-esteem.
• To conduct regular reviews of the children’s progress.
• To work in partnership with the children’s teachers and parents at all stages.
• To include the children themselves in decision-making about the type of intervention and the targets to be included in an individual education plan.
• To have regular meetings with the Co-ordinators to discuss any departmental matters.
• To keep abreast of new developments in teaching practice for LS children, attending courses if necessary.
• To liaise with mainstream staff so that the children’s needs can be met in the mainstream classroom.
• To carry out non teaching duties as required.
• To ensure confidentiality.

Responsibilities of the Team

• Screen and record literacy skills and review numeracy skills, in liaison with the English and Mathematics Departments, on a regular basis.
• Help classroom teachers to identify and make provision through normal classroom differentiation and support, for children needing learning support.
• Provide specialist teaching in response to needs identified by assessment.
• Keep Support Plans under review and evaluate at regular intervals together with class teachers, parents and pupils.
• Maintain records so that they are readily accessible to staff and may be accessed by any staff involved with these people.
• Liaise with parents and involve them with decision taking.
• Seek and respond to the views of the pupils themselves at all stages.
• Ensure that suitable exam and entrance assessment arrangements are made for children requiring additional support.
Modes of intervention

WAVE 1, 2 AND 3

- Wave 1 – offers pupils an inclusive and well-differentiated experience in everyday lessons. This involves high quality teaching for all (not only those who are on the LS Register) with appropriate support to achieve age related expectations.
- Wave 2 – offers pupils support in class by Learning Support Assistants for those on the LS Register, as well as small group support for pupils needing additional phonic and reading comprehension input (Pre-Prep and Prep school) administered by a specialist.
- Wave 3 – offers longer term, targeted specialist SEN support administered in one to one or small groups by Learning Support Assistants, for pupils who have been assessed and diagnosed with specific learning difficulties. This level of support is beyond the non-core service provided by the school and is chargeable (see Reasonable Adjustment Policy).

IDENTIFICATION AND ASSESSMENT

Identification

A child’s needs may become apparent through:

- Admission procedures
- Teaching within the class
- Screening procedures (entrance testing)
- Through expression of parental concerns
- Formal and informal observation
- Specialist assessments

The SEND Code of Practice 2014 describes the four broad categories of need as:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or Physical needs.
Assessments

Assessment of children within the department will consist of regular tests or reading, spelling and if applicable numeracy. The tests used are at the discretion of the pupil’s Learning Support teacher or Co-ordinator but will reflect the ability level of the pupil. Further assessments may take place to provide additional evidence of difficulties and to provide evidence for additional time in the exams. Assessments may also take place at the request of the mainstream teacher if they have any concerns about the progress of a pupil.

Individual Education and Health Care Plans

Educational provision
Changes to the arrangements for Special Educational Needs came into force on 1 September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014).

For any pupil with an existing Statement of Special Educational Need or from 1 September 2014, an Education and Health Care Plan (EHC Plan), care will have been taken prior to that pupil’s admission to Sherfield to assess fully that pupil’s needs and to ensure that steps are taken to meet them. On admission at every appropriate stage consultation with specialists and parents will take place and all terms of the Statement or EHC Plan including the reviewing and reporting modes will be met in order to maintain the Statement or EHC Plan for the long term benefit of the pupil. A range of provision is offered to meet pupil’s needs including:

- Support Plans
- In-class support provided by LS teachers
- Targeted support for literacy and numeracy
- Individual support from a LS teacher (on a withdrawal basis)

At all stages Sherfield School has regard to the SEND Code 2014 and Statemented and EHC Plan pupils have targets set and strategies implemented to meet these targets set out in a Support Plan as recommended in the SEND Code 2014. The Support Plan is in addition to the usual school arrangements for monitoring the progress of pupils. The number of hours of learning support a pupil receives is in accordance with the recommendations in the Statement or EHC Plan.

All Statements of Special Educational Needs and EHC Plans must be reviewed annually. The annual review ensures that once a year a date is set and the parents, the pupil, the LEA, the school, the Educational Psychologist and all the professionals involved consider the progress the pupil has made over the previous 12 months and decide whether amendments need to be made to the Statement or EHC Plan.

The annual review in Year 9 is particularly significant in preparing for the pupil’s transition to the further education sector, work-based training, higher education and adult life. Following the review a Transition Plan is drawn up for the pupil in
consultation with The Youth Support Service (previously Connexions). In addition arrangements can be made for pupils to have extra time in GCSE examinations and a scribe or a reader and/or use of a word processor as appropriate.

Following the annual review meeting a report is completed, signed by the Head and submitted to the LEA. If it is recommended that the Statement or EHC Plan is to be maintained new targets are set for the coming year.

**Welfare Provision**

Sherfield School adapts its practice to reflect professional advice and Educational Psychologist’s recommendations to ensure the physical, social and emotional well-being of pupils with Statements of Special Educational Need or EHC Plans in both the Prep and Senior School. The provision includes:

- 1:1 sessions or small group work with specialist staff to extend and develop speech, language and communication skills and to promote higher thinking skills as pupils progress through the school.
- Special arrangements for lunchtime/breaktime/visits/outings/special events (especially for pupils with Asperger’s Syndrome)
- Purchase of specialist equipment and games from SEN budget to support the pupil
- In the Prep and Pre-Prep School Teaching Assistants provide a network of support in and out of the classroom
- Placement in a different year group if appropriate
- Home school communication book
- Frequent meetings and phone calls

**SUPPORT PLANS**

A Support Plan is used to plan the interventions for pupils made through:

- SEN support or
- Statements of Special Educational Need or Education and Health Care Plans

Support Plans focus on 2 to 3 key individual SMART targets (Specific, Measurable, Achievable, Relevant and Time bound) and includes information about:

- The short term targets set for the pupil
- The teaching strategies and resources to be used
- The provision to be put in place
- When the plan is to be reviewed
- Desired outcomes
Support Plans are kept under review at all times. Support Plans are reviewed on a termly basis. Parents and teachers are consulted formally or informally and the child is involved.

Parents are sent a progress report annually (yearly review in the summer term.) Input from them is sought at this point. In addition consultations with the parents are conducted in the Spring Term and progress is reviewed. Amendments may then need to be made to the Support Plan targets. The School operates an open door policy and additional meetings with the parents and any other concerned staff may be called by the staff or parents at any time.

An example of Support Plan is included in Appendix 1

MOD SENA PROVISION

The school works with HM Forces SENA unit and parents to provide the required support for the children of HM Forces personnel. A copy of the current SENA application process is maintained in the department (appendix 3)

MORE ABLE PUPILS

All schools, whatever their intake, are required to identify a Gifted and Talented (More Able) cohort from each year group.

The DCSF (Department for Schools, Children and Families) uses 10% per school as an initial planning assumption. Schools are free to determine the size of their gifted and talented population but should be able to justify this in terms of improved standards for all pupils identified.

Gifted learners – DCSF definition “those who have abilities in one or more academic subjects such as Maths or English”

Talented learners – “those who have particular abilities in Sport, Music, Design or Creative and Performing Arts”

Other skills such as leadership, decision making and creative thinking can be taken into account when identifying gifted and talented learners.

Provision will be made for these children within the normal class teaching, but sometimes if appropriate, enrichment or extension activities are provided to promote their skills and talents still further.

• same stimulus different task;
• promoting double loop learning ala Argyris, Chris (May 1991). “Teaching smart people how to learn”

• same stimulus - differentiation by outcome, e.g., writing a story;

• same starting point – increasingly difficult tasks;

• different tasks;

• differentiated questioning techniques, according to Bloom’s taxonomy;

• group children where appropriate e.g. mathematics groups, literacy groups;

• provide open ended and extended tasks for enrichment. What if? How can you improve on that? What other ways can you suggest?

• provide a range of materials/opportunities to extend and develop their talents e.g. art/D & T/sport;

• provide extension opportunities, e.g. Challenge days, chess club, science club, athletics club, choir;

• inform parents of school progress and any exceptional talents directing them to providers that can extend opportunities beyond the school.

EAL Provision

At Sherfield School all staff are considered to be teachers of English as an additional language. Much support takes place within the mainstream classroom, but the main language teaching for EAL pupils takes place in individual or small groups for specific teaching activities. Overseas pupils with EAL are assessed via the admission process on their proficiency in English, using standardised testing. A face to face interview is also conducted.

Early Years World Languages

The young baby makes every sound in the human language. As he or she hears language many of these sounds are filtered out. The young child’s vocal cords begin to develop around the age of two and are completely developed by the age of 10. Introducing world languages from an early age enables children to develop the capacity for learning language and to accurately produce the sounds from other languages. In the EYFS, this applies to children of all languages. The world languages programme in the EYFS therefore promotes language development in the mother tongue and in world languages. SEE EYFS specific documents
A number of EAL children in the school who have attended since Nursery are completely bi-lingual, evidencing the success of this approach and the progressive strategies described as follows:

**EAL Strategies beyond EYFS**

The Enrichment Support Department is not responsible for co-ordinating EAL provision after admission for older pupils in the school. Pupils are assessed according to their age and stage by the EAL department. There is a breadth of language expertise in the school e.g. Spanish, French, Italian, Latin, German and EAL. These staff can be called upon to assist with support. For most younger (Year 8 and below) children, immersion in the target language is sufficient for them to become fluent very quickly, with some targeted EAL support.

*See Curriculum Policy for details of the Overseas pupils Pre-Sessional Programme.*

**EAL/Enrichment Learning Support Model**

The above model demonstrates that emphasis is placed upon providing all pupils with a basic core of learning as well as an educational experience which is enriching and challenging. Teachers are required to plan for differentiation so that all pupils are able to access the curriculum and the more able are challenged.

Differentiation includes:

- adjusting language, particularly with regard to questioning so that a pupil can understand;
- placing a pupil in a pair or group that will be supportive;
- providing additional notes or diagrams so that the pupil can focus on understanding;
- giving additional support/explanation 1 to 1 during the lesson;
• providing additional related tasks to allow access to the curriculum or to extend learning.

Where appropriate and increasingly for older children, additional staff with EAL expertise are employed to meet the needs of individuals or small groups.

**Provision for English as an Additional Language (EAL)**

EAL pupils may have arrived from another country or come from a home where the first language is not English. They will need to be able to use:

- the sounds of English;
- its grammatical structures and conventions;
- the meaning of words and phrases;
- contextual understanding; including non-verbal features.

They also have to learn to integrate the four language modes of speaking, listening, reading and writing.

Early assessment profiles of EAL pupils are likely to be quite different from those of pupils whose first language is English, especially in terms of differences in what they can say and write. Many pupils go through a ‘silent phase’ as they tune into the sounds of English and work out ways of expressing what they mean in a new and unfamiliar language.

EAL pupils frequently have uneven profiles with regard to progress and note needs to be taken of progress across all subjects, particularly those where performance is less reliant upon skills in English.

**Tips for Supporting EAL Learners**

Here are some suggestions to ensure that all lessons support pupils learning English as an Additional Language (EAL). Most of these tips are good practice across all lessons!

**Before the lesson**

- Check that learning objectives are clearly planned to build on prior attainment and that the objective uses clear and precise English.
- Decide how to group pupils for the development stage of the lesson, depending on the type of activity and the different language skills needed.
- Identify ‘talk’ activities, ensuring groups provide peer support wherever possible. Assign roles carefully and support active listening and note taking.
- Select which pupils or groups will give feedback to the class in the plenary: make sure everyone is used sometimes, but generally use pupils whose English is better, in order to help consolidate the understanding of weaker pupils.
During starter activities
- Pair a pupil learning EAL with a buddy or sympathetic peer so that the pupil can receive help with ‘oral rehearsal’ of contributions. Be prepared for some on-task talking to be happening most of the time – try to avoid silence!
- Remind pupils to speak in English wherever possible but allow for translations in their native language. Use whatever resources you can to help pupils.
- Try to make the starter activity “concrete” rather than an abstract concept. This helps to identify language weaknesses and when something is either right or wrong, pupils often get to grips with it more quickly. Whiteboards/roughbooks are useful, as they provide a link between talk and writing, allowing pupils to try out their ideas without errors being permanent/marked.
- Differentiate questioning to ensure that all pupils are engaged and appropriately challenged or supported.

During main teaching activities
- Where possible, relate new learning to pupils’ prior knowledge or experiences. This helps to revisit vocabulary, focus thinking and reassure pupils.
- Introduce texts using visual materials, photos, video clips – this is especially useful when teaching challenging concepts or new vocabulary.
- Build in opportunities for pupils to have modelled and rehearsed oral language to a group or partner before expecting a response to the whole class.
- Build in “thinking time”: it allows pupils learning EAL to reflect on the question before answering (remember: they will understand more than they can quickly express).
- Where possible, provide a copy of the text/extract/handout with key words and features already highlighted for pupils.

Group work
- Group pupils thoughtfully, with different abilities for different purposes. This helps to model language and contributes to progress.
- Make clear to the group what individual contributions are expected – allocate roles carefully. This is especially important in group discussion or in group reading, where a teacher cannot support everyone at the same time.
- Provide activities with some completed parts as a model. Make sure that the task requires some collaborative investigation and is not too easy.
- When pupils are producing longer pieces of writing, provide appropriate support, writing frames, word lists etc.
- Avoid worksheet tasks that limit talk or investigation and inadvertently result in too much independent work.

During plenaries
- Make explicit how presentations to the rest of class are to be delivered – for example, standing up, facing the class and speaking so that others can hear.
• Allow pupils to use prompts, images, notes etc.
• Use “sentence starters” to encourage weaker pupils to summarise what they have learned and record it, by simply allowing them to finish your sentence for you.
• Use opportunities to revise and consolidate new and/or key vocabulary.

RANGE OF LEARNING DIFFICULTIES

Pupils who receive Learning Support present with a range of difficulties or combination of problems which may influence their learning needs. The school endeavours to cater for all the individual needs of its pupils. Such needs might include pupils with the following as well as specific learning difficulties:

• Organisational difficulties
• Family dynamics/divorce/separation
• Significant medical conditions such as asthma and epilepsy
• Poor motivation/self esteem
• Eating disorders
• School phobia
• Stress
• Bereavement
• Anger management difficulties
• ME – chronic fatigue syndrome

CODE OF PRACTICE

Once a child’s rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the pupil’s progress by the class teacher will show whether the provision is being effective.

Alternative approaches to learning may be necessary if progress is still inadequate. After gathering information from the home, from the pupil, from the mainstream teachers and any further assessment considered advisable, targets and strategies (in the form of an IEP—see below) can be drawn up by the LS teacher, in liaison with the class teacher(s), the parents and the child. If it is considered appropriate support may be solicited from the external agencies (SEN).
THE LEARNING SUPPORT REGISTER

Information on pupils in the LS Department is presented as follows and regularly updated. Copies of these documents are available within the department.

1. A Learning Support Register with details of chronological age vs actual age for literacy and numeracy (currently being phased in).
2. A list of all pupils receiving learning support lessons identifying those with an Educational Psychologists report and showing the number of LS lessons received and their LS teacher – circulated to all staff.
3. A summary of information on pupils with an Educational Psychologist’s report and/or significant medical condition identifying their learning difficulty e.g. dyslexia or dyspraxia and indicating any recommendations from their reports.
4. A table showing the percentages of LS pupils in each year group.

TIMETABLING

When support is needed in a withdrawal situation, the first priority is to ensure that all pupils have access to a broadly used curriculum and do not miss core subjects. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Pupils may be withdrawn from mainstream lessons for additional English or lessons may be given before school or at break times. Flexibility in these arrangements is paramount to minimise the disruption to the pupil’s mainstream lessons and maximise the benefits.

PROGRAMMES OF STUDY

Programmes of study are individually planned to meet the needs of the pupils. Enrichment programmes include the development of:-

- Memory Skills
- Literacy Skills
- Communication Skills
- Organisational Skills
- Study Skills
- Numeracy Skills

List of resources available separately
DOCUMENTATION

The key pupil related documents for the department are:

Annual Reviews
Support Plans
Service Children’s Reports

Examples of the above are contained within the appendix.

DEPARTMENTAL MEETINGS

The department holds regular meetings which LS staff attend. The minutes and agenda are kept on file within the department.

EXAM ARRANGEMENTS AND EXTRA TIME APPLICATIONS

The Enrichment Department offers a range of support to pupils during the end of year school examinations (internal and external):

- Pupils may be placed in a small group setting or alone during exams to provide a supportive approach.
- Pupils may have the examination paper photocopied onto coloured paper the choice having been pre-assessed to meet their needs.
- Pupils may have the examination paper enhanced using a larger font, by prior arrangement with subject teachers and awarding bodies.
- Pupils may have the examination recorded by prior arrangement with subject teachers.
- Pupils may use a coloured overlay that has been pre-assessed to meet their needs.
- Pupils may have a reader or an amanuensis by prior arrangement.
- Oral Language Modifier support may be applied or a prompt.
- Pupils may have additional time.
- Pupils may have the use of a word processor.

Access Arrangements

An application for extra time in all GCSE/GCE subjects can be made on behalf of pupils with an Educational Psychologists report. An application for a Reader, Scribe, prompt, use of word processor, OLM can also be submitted.
SCHEMES OF WORK

The LS Department addresses individual needs by differentiating the expectations of the National Curriculum and Sherfield School. Entry level qualifications may be appropriate for some students and alternatives to GCSEs. For example:

**Literacy** – the Edexcel Level 1 and Level 2 qualification in Adult Literacy aims to develop skills in reading, writing, spelling, punctuation and grammar. The Adult Literacy qualification is an alternative or complimentary qualification to GCSE in English.

CROSS-CURRICULAR LINKS

LS lessons present opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. LS staff can exploit these opportunities through for example, aspects of:

- **English**: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction, rhyming patterns, sound/spelling links, dictionary work, dialogues, poetry, different text types, drama, famous literary figures.
- **ICT**: use of e-mails, research material from the internet, presentation of data, word-processing
- **Mathematics**: practical maths, counting, calculation, time, money, charts, graphs
- **Geography**: work relating to the study of other countries, points of the compass, weather
- **Science**: work on parts of the body, animals, famous scientific inventions, technical writing
- **Music**: rhyme, rhythm, songs, composition, world music, famous composers
- **RE**: multicultural work, celebration of festivals, storytelling, calendars, customs
- **History**: comprehension work relating to the study of other countries, family trees, famous people

MARKING

See the main school policies Teaching and Learning and Curriculum

*See GEMS Enrichment Policy for EAL assessment.*
How we devised our Enrichment department and plan to continue to monitor its effectiveness

Access audit and review of current activities (ASSESS)

Evaluate the Plan (REVIEW)

Devide actions (PLAN)

Implementation (DO)

Set goals and targets

Publicise the plan

Consult on the plan
Appendix 1: Support Plan

SUPPORT PLAN

Date:

Review Date:

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Date of Birth</th>
<th>Year Group</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths and achievements

- 
- 
- 

Summary of reasons for support

- 
- 
- Access arrangements include:

<table>
<thead>
<tr>
<th>Targets</th>
<th>Achievement Criteria</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMMARY OF SUPPORT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUPIL COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENT COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix 2: MoD SERVICES CHILDREN SEN REPORT

SERVICE CHILDREN’S EDUCATION
SPECIAL EDUCATIONAL NEEDS

SCHOOL REPORT FOR TWELVE MONTHS FROM XXXX TO XXXX

Name of pupil xxxxxxxx Date of Birth

School Name SHERFIELD SCHOOL

School Address

Nature of Pupil’s Learning Difficulties:

- Dyslexic tendencies
- Complex problems with all literacy skills
- Difficulties with inferential and interpretive tasks
- Slow pace of working
- Poor vocabulary
- Weak spelling when writing under pressure
- Poor sequencing skills
- Significant difficulties meeting the required standards for GCSE work across the curriculum

Number of Extra Lessons Provided per Week

3 x 40 minutes English [individual]

Progress Made During the Year

xxxxxx tries very hard but continues to need help with interpreting and answering questions in sufficient detail for GCSE. We have concentrated on analysing texts for content, language and purpose and he has improved his technique. He is willing to read any new material but often skims over more difficult words and the meaning of the text can be lost. He would benefit from continued support to develop his skimming and scanning skills to support other subjects.

He also needs to learn time management skills in order to give himself the best possible chance of concentrating properly and of producing his best work. The demands of the GCSE curriculum are challenging and Aaron benefits from support which can help him with these challenges.

Test Results

- Reading: 15+
- Spelling: 14:10

Targets for Following Year
• To assist with any further strategies necessary for committing to memory language rules and literary techniques.
• To develop time management skills
• To encourage greater fluency in reading
• To develop all study skills to aid GCSE preparation
• To develop his comprehension and text analysis skills
• To encourage proof reading to improve transference skills
• To improve his effective use of more complex vocabulary in his creative writing
• To support all GCSE course work
• To maintain positive progress and build confidence

Coordinator’s Signature

.............................................. Date....................................

Head Teacher’s Signature

.............................................. Date....................................

When completed please return to the parent for forwarding to

SCE(UK)
Trenchard Lines
Upavon
Wiltshire
SN9 6BE
Tel: 01980 618244