



# ASHLEY MANOR

## PREPARATORY SCHOOL

### Individual Learning Policy

#### Schedule for Development / Monitoring / Review

Author:	SENCo (Individual Learning Department)
Approved by LMT in:	Autumn 2024
The implementation of this policy will be monitored by:	LMT
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Should serious incidents take place, the following person/s should be informed:	Headmaster Deputy Head Nursery Manager SENCo

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## 1.0 GUIDING PRINCIPLES

### 1.1 Key statement: Values and principles guiding the Individual Learning Department

- 1.1a Ashley Manor Preparatory School strives to provide an environment in which each pupil can enjoy the opportunity to develop talents and interests to the full, where the aim is for all pupils to develop their maximum potential academically, personally and spiritually.
- 1.1b Ashley Manor Preparatory School recognises that good practice for pupils with Individual Learning needs is good practice for all pupils and therefore learning support provided by the Individual Learning departments is a service for the whole school.
- 1.1c Ashley Manor Preparatory School adopts an inclusive, 'whole school approach' to Individual Learning, which involves all the staff adhering to a model of good practice and considers every member of staff to be a teacher of children with Individual Learning needs.
- 1.1d Ashley Manor Preparatory School is committed to using the best endeavours to identify and provide for the needs of all children in a wholly inclusive environment and every teacher is asked to anticipate the Individual Learning needs of each pupil, overcoming barriers to learning.
- 1.1e This policy should be read in conjunction with the Ashley Manor Preparatory School Child Protection and Safeguarding Policy, Behaviour Policy, EAL Policy, Admissions Policy, Accessibility Policy, Internet Policy and the Staff Code of Conduct.
- 1.1f All staff at Ashley Manor Preparatory School are aware that children with Individual Learning Needs and Special Educational Needs can face additional safeguarding challenges. As a school, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children. If a staff member has concerns regarding a child's emotional, physical or mental welfare which are raised during teaching, the procedure contained within the school's Safeguarding Policy must be adhered to (see Safeguarding Policy).
- 1.1g Ashley Manor Preparatory School recognizes the need to keep children safe from Covid infection and takes responsibility for this seriously. All Individual Learning sessions will take place in accordance with up-to-date Government guidelines.

### 1.2 Aims of the Individual Learning Department

The aims of the Individual Learning Department are:

- 1.2a To apply a whole school policy to meeting each child's individual needs following guidance from The Code of Practice for Special Educational Needs and Disability (DfE 2014), The Equality Act 2010 and The SEN Code of Practice: 0 – 25 years.

- 1.2b To identify, at the earliest opportunity, any child who may have Individual Learning needs. This includes, but is not limited to, any child who may have Special Educational Needs or any child who may have English as an Additional Language Needs (EAL).
- 1.2c To support strategies and progressive levels of additional provision as reasonable adjustments to match the child's level of need in order to help facilitate the child's progress.
- 1.2d To ensure all school staff are aware of each child's Individual Learning needs so that such needs may be met in all school settings.
- 1.2e To ensure that no child is discriminated against in any area of school life, on the basis of his/her learning difference or disability.
- 1.2f To ensure that children's records include information relating to their Individual Learning needs, the additional provisions that have been provided, and their outcomes.
- 1.2g To conduct regular reviews of the children's progress.
- 1.2h To work in partnership with the children's parents.
- 1.2i To include the children themselves in decision making and in setting personal targets and to consider the pupil's response to their additional provision.
- 1.2j To ensure that each child with Individual Learning Needs progresses through the Key Stage transitions, where his/her current needs are communicated so that they are met.
- 1.2k To provide a regular INSET programme both for the Learning Support staff and the mainstream teaching staff.
- 1.2l To provide support for staff so that children's needs are met in the mainstream classroom.
- 1.2m To promote and support emotional health and well-being for pupils with IL needs.

### 1.3 Definition of Individual Learning

- 1.3a There are four broad areas of need and support identified within the Special Educational Needs and Disability Code of Practice 2014:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional, and Mental Health difficulties.
- Sensory and/or Physical Needs.

In addition to the above, Provision for English as an Additional Language (EAL) is included in the Individual Learning Department.

Children at Ashley Manor Preparatory School are considered for Individual Learning Needs based upon the above areas of need and support.

- 1.3b Children within Ashley Manor Preparatory School have Individual Learning Needs if they require additional educational provision to be made for them. Children require additional educational provision to be made for them if their progress:

- Is significantly less than their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Requires additional support services or activities not ordinarily provided by Ashley Manor Preparatory School (whether to close the attainment gap or to support accelerated progress).

Or if the child has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age.

1.3c Significantly slower progress than their peers starting from the same baseline is identified by analysing formal academic data to monitor progress and also informal teacher assessment. Academic progress is considered in relation to cognitive ability and also in relation to peers starting at the same baseline.

1.3d Mild dyslexia/dyspraxia or traits of these learning difficulties is not considered a disability to learning, as referred to within the Equality Act 2010 at Ashley Manor Preparatory School.

#### **1.4 Individuals who come under the Individual Learning Umbrella**

1.4a There are two categories of pupil that come under the Individual Learning umbrella: EAL and SEND. These fall within five main categories of support: Support, Monitor, Action, EAL and Provision.

1.4b EAL is recognized as a potential barrier to learning but is not in itself considered an indicator of SEND. The Special Educational Needs Co-Ordinator is responsible for supporting the class teacher in providing extra support if required.

#### **1.5 Stages of support within the Individual Learning Department**

1.5a Support: Children in this band of provision do not have any academic concerns, nor do they receive external interventions, but they may require additional support with other aspects of school life, such as social or sensory problems.

1.5b Monitor: Pupils whose progress is below that expected or whose standardized scores are below 95 but above 90 are monitored for attitude and academic progress. Class teachers are responsible for monitoring and making reasonable adjustments for their Individual Learning needs. Advice may be sought from the Special Educational Needs Co-Ordinator as appropriate. The pupils on this list may change regularly as data results dictate.

1.5c Action: Pupils whose progress is significantly lower than expected compared to their peers starting from the same baseline or whose standardized scores are below 90 are monitored for attitude and academic progress. Parents are informed and, if necessary, a Pupil Passport is compiled by the class teacher in conjunction with the Special Educational Needs Co-Ordinator and updated regularly. The Pupil Passport will support Class teachers to make provision for the pupil's Individual Learning needs in the classroom (through their planning, delivery, interactions, assessments and expected learning outcomes). Additional interventions (e.g. Mathematics, Sound Discovery, Nesy, DoodleMaths) may also be planned for to support rapid progress.

1.5d Provision: is when a pupil is recognised with an Individual Learning need that requires additional support from an external provider to close the learning gap. A Pupil Passport, updated termly, details useful classroom adjustments to support learning. An Action Plan, updated half termly, details Individual Learning targets.

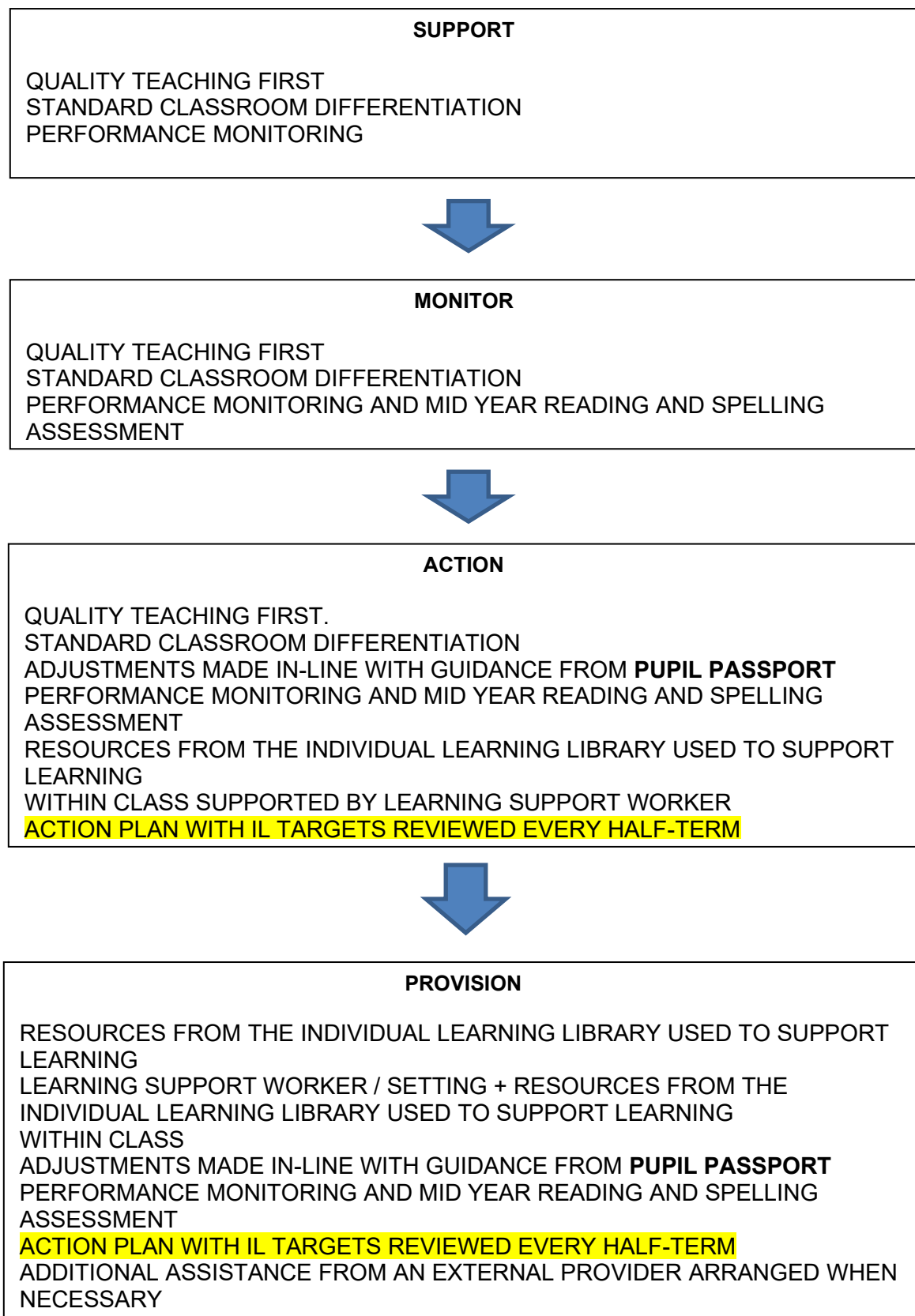
- 1.5e EAL: Pupils that are recognized as having English as an Additional Language are recorded as EAL. These pupils recorded as EAL are independent within the classroom. EAL pupils requiring Individual Learning support to close the learning gap are recorded as Action or Provision.

## **1.6 Reasonable adjustments at Ashley Manor Preparatory School**

- 1.6a Pupils placed on the Individual Learning List follow progressive programmes of additional provision/intervention following the graduated procedure as set out below (fig 1).
- 1.6b Programmes of additional provision/intervention are overseen by the Special Educational Needs Co-ordinator and are administered by class teachers, subject teachers, Learning Support Workers and by external specialists (visiting the school as approved providers). These additional provisions are inclusive, wherever practical.
- 1.6c The graduated response to providing progressive reasonable adjustments is not limited by being strictly progressive and the Provision as listed at Ashley Manor Preparatory School is not a definitive list: adjustments, additional provisions; extra provisions that are not currently included on the list are always to be welcomed for consideration as reasonable adjustments to add to the list because Ashley Manor Preparatory School uses the best endeavours to make sure a child with Individual Learning and/or SEN gets the support they need.
- 1.6d Ashley Manor Preparatory School uses its best endeavours to make sure pupils with Individual Learning needs benefit from reasonable adjustments funded within the SEN budget. Where 1:1 tuition from a specialist teacher is sought, the additional costs for this are met by parents.

## **1.7 Graduated Provision Flow Chart, Ashley Manor Preparatory School**

Fig 1 Graduated provision flow chart



## **2.0 ROLES AND RESPONSIBILITIES**

### **2.1 Governors' responsibility**

- 2.1a The Governors, with the Headmaster, have overall responsibility for ensuring that the school makes appropriate Individual Learning provision.

### **2.2 Head's responsibility**

- 2.2a (see 2.1a, above).
- 2.2b The Head is responsible for ensuring that the Special Educational Needs Co-Ordinator has sufficient time and resources to carry out the functions in 2.3 (below).

### **2.3 Special Educational Needs Co-Ordinator's responsibility**

The Special Educational Needs Co-Ordinator is responsible for:

- 2.3a The day-to-day coordination of the School's Individual Learning provision, along with the implementation, operation and updating of the Individual Learning Policy.
- 2.3b Providing professional guidance to colleagues and working closely with staff, parents and other agencies, where necessary.
- 2.3c Advising on the graduated approach to providing Individual Learning support at Ashley Manor Preparatory School.
- 2.3d Providing and developing the resources available in school to support pupils with Individual Learning Needs.
- 2.3e Providing support for parents of pupils with Individual Learning.
- 2.3f Being a key point of contact for external organisations and agencies working with pupils who have Individual Learning Needs.
- 2.3g Working with the Head and School Governors to ensure that Ashley Manor Preparatory School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 2.3h Ensuring that the school keeps the records of all pupils with Individual Learning up to date.
- 2.3i Supports the efficient transition of pupils into Year 7.

### **2.4 Teachers' Responsibility**

- 2.4a Class teachers and Head of Subjects play a key role in ensuring the appropriate provision is made, on a daily basis, for children with Individual Learning Needs in their subject area.
- 2.4b Every teacher is a teacher of pupils with Special Educational Needs and is expected to anticipate the Individual Learning needs of every child, overcoming barriers to learning.

- 2.4c Subject teachers have responsibility for monitoring progress and development of pupils and the identification of Individual Learning needs. Opportunities for raising issues include:
- Formally at weekly Staff Briefing on Monday mornings.
  - Informally in discussion with subject coordinators and/or Special Educational Needs Co-Ordinator.
- 2.4d Subject teachers, form teachers and Learning Support Workers have high expectations of attainment and share responsibility for achieving targets set to close the learning gap.
- 2.4e Lessons must show evidence of planning to address areas of difficulty and how the teaching intends to remove barriers to achievement, informed by the Pupil Passports and Action Plans and advice from the Special Educational Needs Co-Ordinator.

## **2.5 Learning Support Workers' responsibility**

- 2.5a The Learning Support Workers play an important part in the delivery of additional learning provision/intervention in the school.
- 2.5b The Learning Support Workers have an important role to play in supporting class teachers in the identification of pupils with Individual Learning Needs.
- 2.5c The Learning Support Workers have an important role to play in supporting class teachers in the identification of additional provision that may benefit pupils with Individual Learning.
- 2.5d Individual Learning support delivered by the Learning Support Workers is inclusive, within the classroom, wherever possible.
- 2.5e Some additional learning opportunities offered by the Learning Support workers as additional learning support may take place outside of standard lesson times, utilizing time available in the school day to the maximum, where this is a benefit to the individual's learning.
- 2.5f The Line Manager for the Learning Support Workers is the Deputy Head.

## **2.6 Parents' responsibility**

- 2.6a Ashley Manor Preparatory School values the contribution and support of parents in their child's education. Whilst Ashley Manor Preparatory School undertakes full responsibility for the effective education for every child, parents' views are sought and considered, and parents have a valuable contribution to make by providing feedback regarding their child's progress. Parents make valuable contributions to the planning and review of provision at Ashley Manor Preparatory School.

## **2.7 Pupils' responsibility**

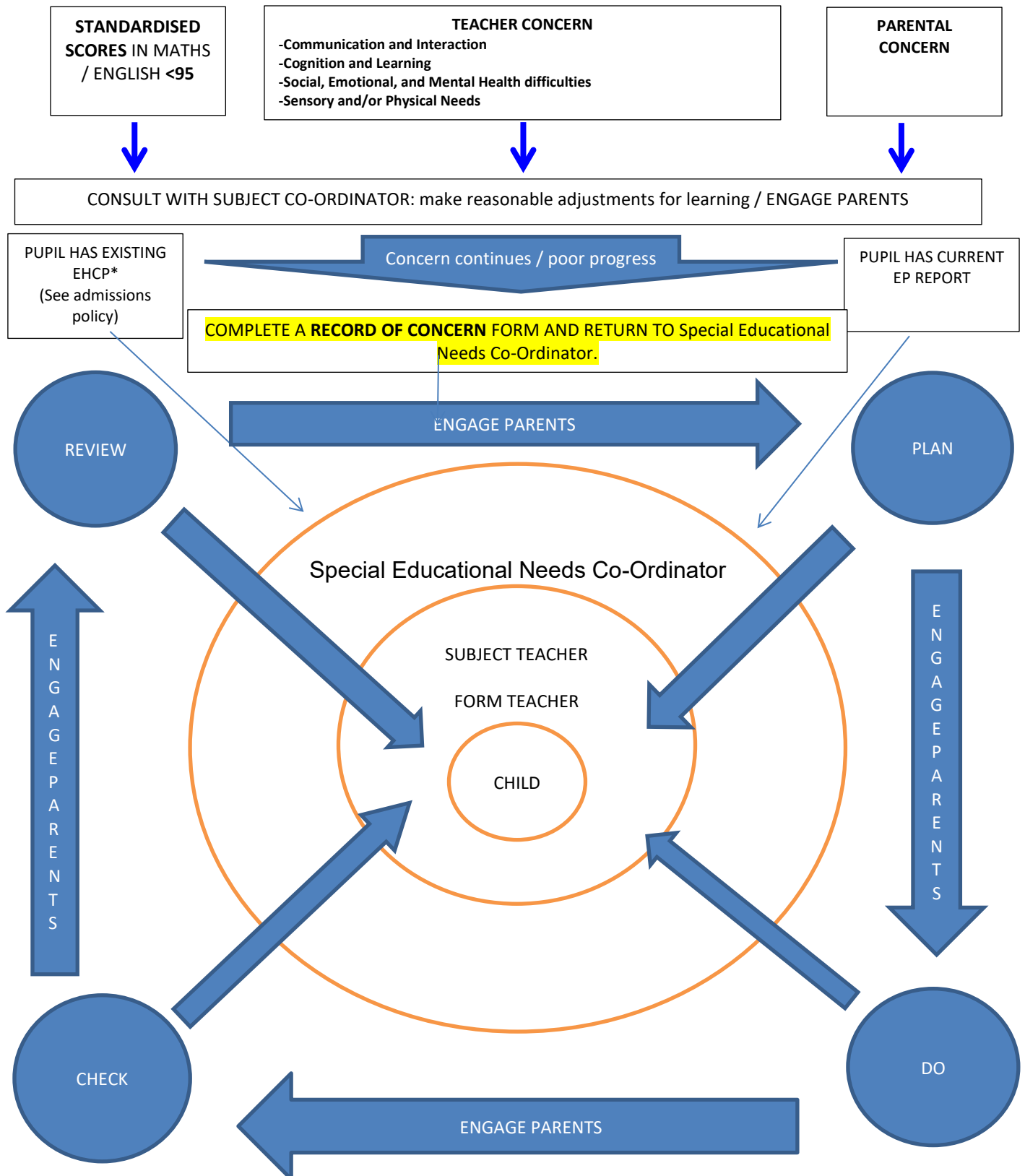
- 2.7a Children are expected to be aware of their progress towards academic targets and to take responsibility for raising concerns and/or difficulties they are having. Action is taken in response to issues raised. Pupils make valuable contributions to the planning and review of Action and Provision at Ashley Manor Preparatory School.

## **3.0 IDENTIFICATION AND ASSESSMENT OF PUPIL NEEDS**

All staff at Ashley Manor Preparatory School apply their best endeavours to identify Individual Learning Needs at the earliest opportunity.



### 3.1 Plan, Do, Check, Review: four-part cycle flow chart (identification and assessment)



### 3.2 Identification of Individual Learning needs by Teacher Assessment

- 3.2a All pupils are assessed on entry to Ashley Manor Preparatory School and this baseline data is one reference point along with data provided from school transfer. Formative and summative data that inform baseline assessment are considered.
- 3.2b Class and subject teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils; seeking to identify pupils making less progress than expected given their age and individual circumstances; slow progress can be characterised by progress which:
- Is slower than that of their peers starting from the same baseline.
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
  - Widens the attainment gap.

Formative and/or summative data is considered.

### 3.3 Identification of Individual Learning needs by Parental Concern

- 3.3a Ashley Manor Preparatory School welcomes the contribution of parents and responds to issues of concern. When parents raise concerns about their child's academic progress and the possibility of Individual Learning Needs, their child's academic progress and formative data that is held by the school is considered by the Special Educational Needs Co-Ordinator.

### 3.4 Tracking Pupil Progress using Academic Assessments

- 3.4a Tracking pupil progress is the responsibility of all teaching staff, as outlined in the Roles and Responsibilities section of this document.
- 3.4b Regular formal academic screening using a variety of tests for English and Maths attainment are conducted throughout the school. Pupils identified with Individual Learning Needs (at Monitor, Action or Provision stage) are formally monitored for progress through: InCAS Maths and English; NfER English and Maths; CAT4; NGRT and NGST results and also summative data. This data contributes to the summative evaluation of effective Action and Provision.
- 3.4c Reading and Spelling tests for pupils with Individual Learning Needs in literacy are completed in September, January and June to monitor progress, in addition to the school's assessment policy.
- 3.4d A child's achievement on entry to Ashley Manor Preparatory School is recorded and their progress is monitored throughout their education by all staff.
- 3.4d A child's achievement upon commencement of Provision is recorded and targets are set. Progress is monitored and records of work are available.

### 3.5 Further Assessment by relevant professional specialist

- 3.5a The Special Educational Needs Co-Ordinator may recommend a full diagnostic assessment by a relevant professional, including but not limited to: Educational Psychologists; Child and Adolescent Mental Health Services (CAMHS); specialist teachers or support services; therapists (speech and language, occupational therapists, physiotherapists). Costs incurred from external assessments are to be met by the parents.

- 3.5b Ashley Manor Preparatory School welcomes the knowledge and understanding offered by external specialists and all reports provided by parents, coming from an external specialist, are considered for the educational value they add for the child.

#### **4.0 MONITORING AND EVALUATING POLICY AND PRACTICE**

This policy, the implementation of it and the effectiveness of the implementation and of the working practices are subject to a formal annual review, where necessary amendments are made.

#### **5.0 COMPLAINTS PROCEDURE**

Should anyone have any concerns or complaints about the Individual Learning provision, they will be referred to the Complaints Policy.

#### **6.0 LINKED POLICIES**

This policy should be read in conjunction with the following Ashley Manor Preparatory School Policies:

- Safeguarding Policy, containing updated Keeping Children Safe in Education September 2024
- Admissions Policy.
- Behaviour Policy
- EAL Policy
- Accessibility Policy.
- Curriculum Policy (and individual curriculum subject policies).
- Staff Handbook.
- Internet Policy