



Learning Enrichment Provision

2020-2021

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Identification

Learners entering the college with an identified Special Educational Need (SEN) will be monitored, and support provided, as appropriate, in the majority of cases this will be in line with the provision at their previous school. The SENCo will liaise closely with the feeder school and parents to establish clearly the need and existing levels of support and practice. Where there is an Educational Psychologist or other professional report, it will be the responsibility of the SENCo to summarise the report and ensure that this is made available to relevant staff within the College. This will usually be in the form of an Individual Education Plan (IEP).

During the first part of the Michaelmas term of Year 9, all pupils are screened for learning difficulties. If a pupil's results indicate the possibility of learning difficulties, then the following graduated response will be followed:

1. Further evidence on the pupil's progress from the teachers will be sought.
2. The SENCo will alert parents of the concerns and a brief individual follow-up interview with the pupil will be arranged.

At this stage parental agreement may be sought for a formal assessment by an Educational Psychologist or other professional. All assessments carried out by external professionals are funded by the pupils' families.

Pupils may be identified as having special educational needs after they join the College (and at any time thereafter whilst at the College) - such needs may be identified through:

- The EXACT screening test administered by the IT department in the first few weeks of the academic year. The results of the screening will then be reviewed by the Learning Support Department.
- The IPAP (Improving Personal Academic Performance) process – the internal referral process whereby teachers or pupils themselves can refer to the learning support department for additional help in particular curriculum areas or for support with specific academic skills.
- Concerns raised by teachers pursuant to pupils' performance in class.
- Concerns about performance, progress, focus/attention etc. raised by pupils themselves.
- The comments made by staff and the pupil on the eRC, as well as the pupil's performance in assessment, tests, and examinations.
- Such concerns may be made to the pupils' personal tutor, in the first instance. The pupil's progress will then be monitored by their hsm to see if the overall picture indicates a need for Learning Enrichment intervention. The triggers for such intervention will be the teacher's or others' concern,

underpinned by evidence, about a learner who, despite receiving differentiated learning opportunities:

- I. Makes little or no progress when teaching approaches are targeted, particularly in a learner's identified area of weakness.
- II. Shows signs of difficulty in developing language or mathematics skills that result in poor attainment in some curriculum areas.
- III. Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the College.
- IV. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- V. Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum. HsMs will pass the names of any pupils so identified to the Head of Learning Support.

The SENCo will then contact the pupil and their hsm so identified within 24 hours and see them as soon as possible thereafter. Pupil needs will be assessed, and the following course of action will be followed:

- An IPAP programme put in place (a short-term, and free, period of intervention to support a particular need)
- If the needs cannot be fully addressed through the IPAP programme, and if it is considered that regular intervention from the Learning Enrichment department is required, the SENCo will inform parents and offer weekly Learning Enrichment lessons. The lessons are paid for by the pupil's parents who will be billed on a termly basis. The pupil's name will be added to the LDD register. The SENCo will then draw up an IEP and issue this to the relevant teaching/Pastoral staff.
- Any pupil identified with a learning difficulty or disability will be placed on the Learning Difficulties and Disabilities list (LDD). It will be the responsibility of the SENCo to keep an accurate and updated LDD list and to inform relevant staff of any changes.

Screening

Early in the Michaelmas term all Year 9 pupils are screened for learning difficulties —using the EXACT program. This test will be administered by the IT department and the results collated and analysed by the Learning Enrichment Department. If further assessments are required these will be carried out by the Learning Enrichment department using standardised assessment tools (such as the Test of Memory

and Learning, Wechsler Individual Achievement Test and Comprehensive Test of Phonological Processing) If a pupil's results indicate the possibility of learning difficulties, further evidence on the pupil's progress from teachers will be sought. The SENCo will alert the parents of the concerns and a brief individual follow-up interview with the pupil will be arranged to which parents will be invited to attend. At this stage parental agreement may be sought for a formal assessment by an Educational Psychologist or other professional.

Provision

The College does not provide in-class support. The physical setting of the Learning Enrichment Centre apart from classrooms and Houses avoids drawing attention to the pupils who receive additional support. In order to help learners who have SEN, a graduated response is used, and includes a wide range of strategies. Full use is made of available classroom and college resources before, where necessary, bringing increased specialist expertise to bear on the difficulties that a learner may be experiencing. Specialist support is offered by specialist support staff.

The IPAP initiative offers a pathway to support for all pupils and includes an opportunity for self-referral to access such support.

As already noted, all teachers have a responsibility for meeting the needs of pupils with learning difficulties and disabilities. All staff are, therefore, responsible for providing further help to the learner. They will devise appropriate strategies. These might include:

- Using information on the Metis system (eg coded class lists and IEPs) and from the Learning Support department directly to ensure they have a good knowledge of the learning needs of the pupils they teach.
- Giving information and instructions in more than one medium.
- Breaking down large amounts of information into manageable chunks
- Give a list of specific terminology and names to stick in exercise book/file.
- Seating arrangements in class. This may include sitting pupils at the front; make sure they have a good view of the board or away from distractions.
- Provide worksheets to reinforce class work and photocopied or electronic copies of notes if necessary.
- Ensuring prep is written down and understood.
- Only asking the pupil to read aloud if he/she has agreed.
- Offering assistance with reading to ensure clarity and understanding, giving a explanation when written assignments are set.
- Help to plan projects and longer assignments, giving interim.

- Deadlines for sections of coursework or extended tasks.
- Encouraging word processing.
- Praise, encourage and mark positively.
- Liaise with the Learning Support department to plan appropriate support.

The Learning Enrichment Department will also provide appropriate 1-1 provision (at additional cost to parents). Lessons last 55 minutes and are usually divided into two parts: 25 minutes individually working with a LS teacher and 30 minutes on an independent task monitored by the Learning support department. In the case of pupils studying for GCSE, AS and A2, the independent task may take the form of coursework or other examination related activity. In some situations, the whole lesson will be spent 1 – 1 with a LS teacher. Pupils may also have Learning Support lessons during afternoon activity time or supervised prep times, these will usually last for 30-45 minutes.

Individual Education Plans (IEPs)

Coordinating the planning of the learner's IEP, especially setting appropriate targets, is the responsibility of the college SENCo. Strategies employed to enable the pupil to progress are recorded within an Individual Education Plan (IEP). All pupils receiving input from the Learning Enrichment department will be issued with an IEP. The IEP includes information about:

- The nature of the need of the learner
- How these needs will affect classroom performance
- The individual strengths of the learner
- Classroom strategies to meet these needs
- Assessment data of core skills and attributes (gathered from reports by educational psychologists, occupational therapists, speech and language therapists, other associated professionals or results from in-house screening and assessment tools)
- Learning Enrichment input
- Examination concessions

The IEP only records information that, which is additional to or different from the differentiated curriculum provision, which is in place as part of the provision for all pupils.

Reviewing IEPs

Those pupils receiving Learning Enrichment will be issued with an Individual Education Plan (IEP). Evidence of progress will be sought from a variety of sources including staff, parents and pupils.

Comments recorded on the eRC will also be taken into account and where appropriate new targets will be set and a new IEP drawn up.

IEPs will be formally reviewed at the following times:

- Y11 and U6 at beginning of LT
- Y10 at beginning of ST
- Y9 Michaelmas half term and ST
- L6 at end of ST

Public Examinations

Pupils who come to Eastbourne College with identified special educational needs evidence of their needs will be required by the College. This evidence will be in the form of an assessment report which has been carried out by an Educational Psychologist / other professional, within the last two years (ie no earlier than Year 7 for entrants into year 9).

The assessment should include recommendations concerning examination access arrangements, presented in the format provided by the awarding bodies (JCQ). Where the report specifies extra time only, no further action will be required. Where other access arrangements are identified then the College requires the report to be updated in Year 10, and Year 12 in readiness for the GCSE and AS/A2 external examinations, in accordance with the JCQ regulations. The SENCo is responsible for submitting all applications for access arrangements to the JCQ and other qualification bodies as necessary. In the majority of cases assessments for eligibility for access arrangements for public examinations administered by the JCQ are carried out by the SENCo at no extra costs to parents.

How success is evaluated

Progress of pupils with LDD is monitored in the following ways:

- Progress, as seen by LS staff.
- Progress, as indicated in the eRC comments.
- Pupil's attending Learning Enrichment will comment on their progress using a pupil evaluation sheet.
- Progress in prep, and internal tests and exams.
- Progress in external public examinations.

- Feedback from teachers.
- Feedback at Parents Meetings.

British Values

Fundamental British values are actively promoted within the Learning Enrichment department through teamwork, emphasising mutual respect and tolerance. Pupils are encouraged to build an appreciation of diversity and difference and to recognise the detrimental impact discrimination and intolerance can have. All pupils are encouraged to develop an awareness of and respect for individual differences.

Documents which inform this policy:

SEND Code of Practice: 0 – 25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments 2019-2020

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20>

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