

## ENHANCED LEARNING

Policy applies from EYFS to Sixth Form and to all Staff	
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Version	Date	Paragraph	Material change	Approval
10.22 v1	17.10.2022	N/a	No material changes.	Mrs Gabrielle Pilgrim
10.23 v1	31.10.2023	12	Examination Access Arrangements section updated.	Mrs Gabrielle Pilgrim
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Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

### Related Policies

Admissions

English as an Additional Language (EAL)

Exams Access Arrangements

Privacy notices

### 1. Terminology

ASD	Autism Spectrum Disorder
Code of Practice	Special Educational Needs and Disability Code of Practice: 0 to 25.
EAL	English as an Additional Language.
ELD	Clifton High School's Enhanced Learning Department.



Educational Health Care Plan	Education, Health and Care Plan.
ETISS	Essential Teacher Information SEND Sheet.
IEPs	Individual Educational Plans.
Learning difficulty or disability	<p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"><li>• has a significantly greater difficulty in learning than the majority of others of the same age; or</li><li>• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (<i>Code of Practice</i>).</li></ul>
MSPs	Mathematics Support Plans.
Special Educational Needs and Disabilities (SEND)	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The term SEND applies to all such children, regardless of whether or not they have an <b>EHC Plan</b> ( <i>Code of Practice</i> ).
Special educational provision	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, mainstream post-16 institutions or by relevant early years providers ( <i>Code of Practice</i> ).
Specific Learning Difficulty	A pupil who has a difference or difficulty with one or more specific parts of learning.

## 2. Introduction – Special Educational Needs

Clifton High School is an inclusive school that aims to realise each and every pupil's individual brilliance. We recognise that this sometimes requires additional support for pupils with SEND.

Pupils at Clifton High School with SEND are likely to fall within the following broad areas:

- pupils who have more limited ability in some areas of the curriculum within the academic range of the selective school;
- some pupils with EAL, as they may need particular support in certain areas of the curriculum, and this may necessitate extra classroom support and/or additional lessons with a specialist EAL teacher;



- pupils who have received a professional diagnosis of a Specific Learning Difficulty such as dyslexia, dyspraxia, dyscalculia, ADHD or Autistic Spectrum Disorder;
- pupils with some degree of sensory impairment;
- pupils with either temporary or permanent physical or emotional conditions or circumstances which give them special needs; and
- pupils who have an EHC Plan.

All pupils are individuals and have educational needs individual to them. Most of these needs will be met within the classroom setting. However, where there is a gap between the educational needs of a pupil and the range of provision deemed appropriate for most pupils of the same age within the classroom, the School will identify that pupil as having SEND. Pupils who have an EHC Plan or who, due to the level of modifications to the curriculum and support they require, need a statutory assessment for an EHC Plan will also be treated as having SEND by the School.

### **3. Objectives of enhanced learning provision**

The core objectives of the ELD are to help all pupils and students with SEND to effectively access a broad and balanced curriculum; to fulfil their potential and experience success, thus enhancing their self-esteem.

### **4. Aims and evaluation of enhanced learning provision**

#### **4.1 Aims**

The ELD has the following aims:

- To use the Code of Practice as a framework to promote a consistent approach to meeting pupil's SEND.
- To place the pupil at the heart of the process, allowing them to be heard and to take part in decisions about their education.
- To work in partnership with parents, as they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.
- To act in accordance with the Equality Act 2010 and Reasonable Adjustments Duty 2012.
- To provide IEPs for those pupils with SEND who have an EHC Plan.
- To provide IEPs and MSPs for those pupils requiring additional or different support to the provision made generally for other children or young people of the same age.
- To provide support plans for EAL pupils with SEND needs where appropriate.
- To provide SEND support by applying a four-part cycle of *assess, plan, do, review*, known as the "graduated approach" (Code of Practice, paragraph 6.44).

#### **4.2 Evaluation of the success of ELD/success criteria**

The success of the ELD is evaluated through:

- monitoring SEND pupil's progress against their IEPs/MSPs using the four-part cycle: *assess, plan, do, review*;
- monitoring pupils with an EHC Plan through the regular writing and reviewing of their IEPs and the annual review process;
- regular meetings with parents to review IEPs (minimum twice a year but generally termly);
- the Head of the ELD and ELD teachers meeting with parents at parents' evenings;
- regular departmental meetings with the Head of the ELD and ELD teachers;
- regular meetings with the Deputy Head, Academic;
- regular communication with class teachers, tutors, subject teachers, heads of years and heads of departments; and
- regular communication with School Nurses and the School Counsellor.

## **5. Working Practice**

### **5.1 Senior Leadership Team**

The Head of School and Deputy Head, Academic have overall responsibility for promoting good and efficient use of the ELD to support pupils' attainment, progress, and self-esteem.

### **5.2 School staff**

The Head of the ELD is responsible for the day-to-day management of the ELD. Each teacher in the ELD takes responsibility for timetabling the pupils they support. This includes liaising with parents to check they are in agreement with the time and length of the lesson.

All members of staff are made aware of which pupils have SEND and are responsible for meeting those needs with advice and support from the ELD. They also know to speak to the ELD if they have any concerns about a pupil.

Pupils' progress is monitored regularly through the IEP. Assessments and resources are managed effectively to support the pupils' identified needs.

### **5.3 Parents**

Parents of children in the Hive Pre-School and the Infant and Junior School should contact their child's class teacher if they have concerns about their child's progress. Parents of pupils in the Senior School and Sixth Form should contact their child's tutor if they have concerns about their child's progress. If a child already receives support with an ELD Specialist Teacher or Tutor and a parent has a concern about any aspect of the support being received, the parent should contact the ELD Specialist Teacher or Tutor who teaches their child. If an ELD support issue cannot be quickly resolved by contact with an ELD Specialist Teacher, parents should contact the Head of the ELD directly.



## **6. Head of ELD**

### **6.1 Screening, identifying and supporting pupils with SEND**

The Head of the ELD is responsible for identifying pupils with SEND, with the support of teaching and support staff.

The Head of the ELD is in overall charge of the ELD and responsible for screening and supporting pupils with SEND in the Senior School and Sixth Form. The ELD Specialist Teacher or Tutor and Special Educational Needs Coordinator (**SENCO**) for the Early Years Foundation Stage with the support of Head of ELD are responsible for screening and supporting pupils with SEND in the Infant and Junior School.

The Head of the ELD will also undertake some teaching within the Junior School when timetabling allows.

### **6.2 Year 6 and Year 7**

The Head of the ELD will liaise closely with ELD Specialist Teachers and Tutors and Year 6 Class Teachers to identify pupils with SEND in Year 6 who are joining the Senior School in Year 7. The Head of the ELD will also liaise with the Admissions Department to identify those pupils with an Educational Psychologist or Specialist Teacher Assessment Report who are joining the Senior School from other schools, and those pupils who have received additional support from their existing schools.

The Head of the ELD is responsible for reading the assessment reports for pupils joining the Senior School and to make the contents of the reports known in advance to all members of staff who will be teaching those pupils. The Head of the ELD will summarise the assessment reports into an ETISS, which is available to staff on SharePoint, Talaxy and SIMS. ELD Specialist Teachers are responsible for reading the assessment reports of those pupils whom they teach and support.

The Head of the ELD screens all Year 7 pupils in the first half of the autumn term using The Access Reading Test Third Edition, the Access Mathematics Test 1 Form A and the NFER Nelson 2000 Spelling Test. These tests give standardised scores for basic attainment in reading, mathematics and spelling ability and are used as screening tools. Pupils with low scores will in the first instance be monitored. If appropriate, and after discussion with teachers, ELD support may be offered. With parents' agreement, a course of individual lessons may be undertaken with the child, or a course of small group lessons will be held. In some cases, remediation of a mild difficulty might take the form of using specialised computer software programmes such as the spelling programme 'WordShark'; the reading programme Reading Eggs and the Nessy programme. When appropriate the Head of the ELD also runs additional reading support for



Years 7 and 8 in the fortnightly reading library lesson using Reading Comprehension Cards. Kindles are also used for reading practice.

### **6.3 Specific concerns**

If a concern is raised by a member of staff or parent that a pupil may have Specific Learning Difficulties or dyslexia the ELD can, with permission from the parents, screen the pupil using computer software called the Lucid Rapid or the Lucid Exact. If either of these screening tools highlights dyslexic characteristics, the ELD will recommend further assessment by an Educational Psychologist. This screening is part of the overall process of ensuring all pupils with a Specific Learning Difficulty are identified, so that their additional needs may be met as early as possible. The full report written by the Educational Psychologist should be shared with the Head of the ELD. An ELD Specialist Teacher will summarise into an ETISS the material details and share the summary with teachers in order that the needs of the child, as recommended by the Educational Psychologist, are met.

The ELD will use the “graduated approach” as set out in the Code of Practice and use the model of *assess, plan, do and review*. The ELD describes this process in the Provision Maps for the Junior and Senior Schools and uses the terms: Wave 1 support, Wave 2 support and Wave 3 support.

## **7. Pupils with EHC Plans**

### **7.1 Named school and funding arrangements**

Clifton High School will agree to be a named school in a child’s EHC Plan if the child has been successful in the School’s admissions process, and the School believes it can meet the child’s needs and the school site can accommodate the child.

If a Local Authority (**LA**) has agreed that a pupil with an EHC Plan can be placed at Clifton High School and the School has agreed to be the named school in the EHC Plan, the LA will have legal responsibility and may also have financial responsibility for ensuring that the provision specified in the child’s EHC Plan is made. This may include paying the fees and/or additional costs charged by Clifton High School.

The LA may however decide that the needs of the child can be met more economically in the state sector and therefore decline to make Clifton High School the named school. If this is the case the parents can still make their own arrangements to pay the fees, provided that the LA is satisfied that the arrangements in place for that child in relation to their SEND are such that their SENDs are being met. LA’s can, at their discretion, assist parents financially to make SEND provision.



Once the pupil starts at the School, the School will follow the objectives and support strategies (including the National Curriculum) set out in the pupil's EHC Plan and will review that EHC Plan annually.

## **7.2 Head of Enhanced Learning Department's role**

The Head of the ELD is responsible for:

- ensuring that there is full liaison and cooperation with the LA;
- ensuring that the EHC Plan is reviewed annually and that the provision specified in the EHC Plan is made (including the full National Curriculum, if that is specified);
- inviting all the professionals involved in the pupil's care to the annual review and making sure that all the relevant paperwork, including recent assessment reports are sent to all the parties involved including the parents, at least two weeks before the annual review meeting;
- ensuring that the decisions made at the annual review meeting are written up and circulated within ten days to all the parties involved, including the LA, so that any changes to the provision in the EHC Plan can be acted upon; and
- preparing a new Individual Educational Plan after the annual review, to be used as a working document to ensure that the strategies to meet the pupil's SEND are being practically implemented.

## **8. Admissions**

### **8.1 General admission arrangements for children with SEND**

Clifton High School welcomes pupils with SEND and will comply with its legal duties under Part 3 of the Children and Families Act 2014 and associated regulations and the Equality Act 2010 in order to accommodate the needs of applicants who have SEND, including making reasonable adjustments for the pupil.

Further information on the School's admissions arrangements for pupils with SEND are set out in our Admissions Policy, a copy of which can be found on the School website.

### **8.2 ELD support following admission**

The School welcomes applications for pupils with SEND, provided that their parents have a good understanding of the curriculum demands and that additional support may be required. If a child is successful in the admission process, they may be offered a place on the understanding that they will need to receive additional support from an ELD Specialist Teacher.

If additional ELD support is required, the Head of the ELD will arrange for individual lessons to be at times which, as far as possible, do not interfere with the National Curriculum lessons. However, it may be appropriate for some pupils to have a reduced curriculum thus enabling the individual learning support lesson to take place in the free periods resulting from the reduction



of curriculum lessons. The level of support offered by the ELD will reflect the need of each individual pupil. This may be determined after assessment by the Head of the ELD and through consultation with the parents.

Individual and small group lessons with an ELD Specialist Teacher are a chargeable extra. Other arrangements such as in class support in the Junior School from the ELD Learning Support Assistant, mentoring or the use of various specialist computer software programmes/specialist programmes are free of additional charge.

## **9. Identification, assessment and support**

### **9.1 Identification**

Pupils who have already been diagnosed as dyslexic or with a learning need before joining the School are identified by the ELD from information submitted by their parents and their previous schools, through Educational Psychologist's assessments or reports from specialist teachers. If individual support is requested, the ELD will use the available information to draw up an IEP.

Pupils who have not been diagnosed with a Specific Learning Difficulty but who cause concern will be referred to the ELD as early as possible. This may include pupils with EAL. Referrals can come from a variety of sources including staff at the School, the parents, and the pupil themselves.

### **9.2 Assessment**

The ELD will take the following steps, as necessary:

- gather information through a 'Round Robin' to all relevant members of staff;
- discuss pupils that staff have concerns about with Form Tutors (for Senior School pupils);
- liaise with parents; and
- screen pupils for indications of Specific Learning Difficulties.

If after an initial assessment and screening there are positive indicators that a pupil has a Specific Learning Difficulty the Head of the ELD may suggest that an assessment be carried out by an Educational Psychologist or other professional such as Speech Therapist, Occupational Therapist (this would be booked by and paid for privately by the parents).

### **9.3 Support**

If the pupil and the Head of the ELD agree that appropriate additional support is necessary, the Head of the ELD, the ELD Specialist Teacher or Tutor or the EYFS SENCO will draw up an IEP after discussion with the relevant class or subject teacher, the pupil and the parents. Support





will be given, as appropriate to the needs of each individual, with language, spelling, writing, punctuation, grammar, reading, comprehension, mathematics and study skills.

#### **9.4 Staff awareness**

All teachers receive a regularly updated list of pupils receiving support from the Head of the ELD, and the Head of the ELD will meet with the Deputy Head, Academic to discuss specific pupils receiving ELD Support. All teachers have access to pupils' IEPs which are stored on SIMS and Talaxy The Head of the ELD also prepares ETISS and these are available on SharePoint, SIMS and Talaxy.

#### **9.5 Recommendation for referral**

The Head of the ELD or relevant ELD Specialist Teacher will discuss the referral options available to parents. If the parents decide to seek a referral, the School will use its best endeavours to implement any recommendations made by the external support service. Where the Head of the ELD believes that obtaining a referral will be in the best interests of a pupil, they will actively promote the parents engaging with an outside agency.

The Head of the ELD can provide a list of Educational and Clinical Psychologists who have experience of working with the School, but no recommendations will be made to ensure that the School can be independent in the process. However, if the assessment is specifically for exams access arrangements it is important that parents understand that the Head of ELD must liaise with the independent assessor in compliance with the Joint Council for Qualifications Regulations.

### **10. Graduated approach: Wave 1 support, Wave 2 support and Wave 3 support**

#### **10.1 Wave 1 support - quality first teaching with differentiation**

All pupils are entitled to receive quality first teaching from both class and subject teachers. Teachers will adjust tasks and teaching strategies through differentiation, and be aware of and use where appropriate, dyslexia friendly strategies. In the Infant and Junior School, the class teachers, as part of quality first teaching will, where appropriate, organise class teacher led interventions.

When there are concerns that a pupil may be experiencing some difficulty despite differentiation and class and subject led intervention, the pupil will be referred to the ELD. If all those concerned feel that additional support is necessary, an ELD Support request form will be completed. The pupil will then move to Wave 2 of the graduated approach. If the pupil is in the Junior School, the ELD Learning Support Assistant, with direction from the class/subject teacher, will give them additional support within the differentiated curriculum in specific lesson times.



## 10.2 Wave 2 support - school support

Placement at Wave 2 may be appropriate in the following circumstances:

- where, despite receiving Wave 1 support, pupils are not keeping pace in the classroom or where there are other difficulties, and where further ELD support is recommended by the School as being appropriate and is agreed to by the parents; and
- where pupils with Specific Learning Difficulties require specialist teaching and one to one withdrawal, and such support is recommended by the School and is agreed to by the parents.

At this stage pupils may be given a variety of support which falls under Wave 2 support. This would be one or all of the following:

- in the Junior School the ELD Learning Support Assistant will give support to pupils individually and/or in small groups working through differentiated tasks as set by the class teacher or specific tasks requested by the class teacher or specific ELD programmes such as the PM Reading scheme and/or the ‘Toe by Toe’ scheme, Rapid Maths and in some cases small group Numicon lessons;
- small booster group support may be provided by a Specialist Learning Support Assistant within the ELD, giving additional support with tasks as set by the class teacher or supporting with Dyslexia friendly computer software programmes e.g. Nessy, Word Shark, Mastering Memory, Accelerated Acceleratewrite, PM Reading scheme, SRA Reading Laboratory, Toe by Toe and Reading Eggs;
- specialist teacher individual lesson in the ELD; and
- an IEP (or group IEP) is written by the ELD with the support of class teachers and reviewed when appropriate but at least twice a year. A MSP is written when appropriate if the pupil has only additional mathematics support. If at the IEP/MSP review it is thought the pupil’s progress has improved sufficiently, the pupil may, with the agreement of the Head of the ELD, Class Teacher, Deputy Head, Academic and parents, be deemed to be able to cease support with the ELD. The pupil may then be placed on the ELD list for monitoring.

Specialist teacher individual lessons and small group lessons are charged as an extra.

## 10.3 Wave 3 support - School Support Plus

Placement at Wave 3 may be appropriate for pupils with persistent difficulties who have not made sufficient progress at Wave 2, and who require regular specialist intervention in the ELD. With some pupils, support with an outside agency may also be required at Wave 3. It is the responsibility of the Head of the ELD to ensure that recommendations made by an outside agency are followed and included in the pupil’s IEP.



In some circumstances it may be appropriate to initiate the process for statutory assessment for an EHC Plan.

### **11. Contact with Parents**

Parents of those pupils who have ELD support lessons in the School will receive a copy of each IEP for their child together with an email explaining that the targets set out in the IEP will be the focus of in class support and the weekly ELD support lessons. Pupils and parents will be given the opportunity to discuss the IEP with the Head of the ELD and the ELD Specialist Teacher.

Parents of pupils in the Junior and Senior Schools will also receive a report written by the relevant ELD Specialist Teacher or Tutor twice a year. The Head of the ELD and relevant ELD Specialist Teacher or Tutor are also available to discuss pupils' progress at Parents' Evenings.

### **12. Access Arrangements for Examinations**

The Head of the ELD is a Specialist Teacher with British Dyslexia Association Approved Teacher Status, the Certificate of Competence in Educational Testing accredited by the British Psychological Society and the holder of the Specific Learning Difficulty/Dyslexia Assessment Practising Certificate. These qualifications are recognised by the Joint Council for Qualifications and thus enable the Head of the ELD to assess pupils for access arrangements for examinations.

It is the Head of the ELD's responsibility to comply with the Joint Council for Qualification's regulations when assessing and applying for Exam Access Arrangements. The Head of the ELD will attend annual training in order to keep up to date with any changes to the JCQ regulations.

Parents of pupils with a Specific Learning Difficulty will be notified that their child will need an EAA assessment in Year 9, prior to starting their GCSE courses. Parents will be informed that the JCQ require specific evidence before approving additional time in exams and that evidence has to be provided from teachers that the extra time is required.

For pupils who have an EHCP, or diagnosed medical condition such as ADHD or ASD, an assessment does not have to be undertaken but an application needs to be made.

The Head of the ELD must ensure that each pupil who is eligible for an Exam Access Arrangement has the opportunity to practise using their EAA in classroom tests, assessments and formal end of year exams so that it is their normal way of working.

It is the Head of the ELD's responsibility to ensure that each pupil with an EAA that has to be applied for through the JCQ EAA Online has signed the JCQ Data Protection form.



It is the Head of ELD responsibility to complete the appropriate JCQ forms for EAA and to maintain each pupils' individual E Folder ready for the JCQ inspection during public examinations.

### **13. Training and Continual Professional Development**

The Head of the ELD and ELD Specialist Teachers and Tutors will attend regular Continual Professional Development courses to update their SEND knowledge. The ELD will give advice and share best practice with other members of staff. It is the responsibility of the Head of the ELD to monitor the nature and variety of CPD being pursued.

The ELD has a weekly departmental meeting where teaching and learning strategies and the latest best practice can be disseminated and discussed.

### **14. Individual Educational Plans (IEPs)**

IEPs are used as a means of monitoring the graduated approach to SEND support, the support strategies being used and the progress within each successive four-part cycle of 'assess', 'plan', 'do' and 'review'. IEPs are shared and discussed with all relevant parties: the pupil, the parents, class teachers, subject teachers and ELD teachers and teaching assistants, and is sent electronically to parents before an IEP review meeting. The IEP shows the start date, the learning objectives, the support strategies, the success criteria, and the review date. The review will focus on the pupil's progress, the effectiveness of the additional support and future action.

The IEP will:

- be brief, jargon-free and easy to use;
- indicate the pupil's current levels of achievement;
- identify the specific areas of a pupil's learning difficulty;
- specify the learning programme;
- set specific relevant achievable targets and criteria for success;
- specify any other additional support or resources;
- indicate how parents will be involved;
- include contributions from the pupil;
- set clear monitoring arrangements with dates;
- be sent electronically to parents;
- set dates for the next review with pupil, parents and teachers; and
- tie in with established assessment routines and procedures.

### **15. The ELD and the General Data Protection Regulations (GDPR)**

The ELD is aware of the eight key principles of GDPR and ensures that the parent and pupil are:



- informed why the ELD needs assessment over and above the normal school testing procedures;
- given their oral or written consent for testing to proceed;
- aware there will be a written report with test data;
- aware that the scores and information within the report will not contain anything to do with that pupil which is not relevant to the original purpose of that testing;
- aware that the written report and test scores will be shared with them;
- aware scores will be explained in a suitable feedback session;
- aware that all the data from the assessment will be shared only with those persons who have a need to share it and only after written/oral consent has been obtained by relevant parties; and
- aware that all data will be kept securely (i.e. in a locked filing cabinet) and only those authorised persons have access to it.

#### **16. Criteria for Evaluation of the Enhanced Learning provision**

Clifton High School uses the following criteria to evaluate success:

- pupils' self-esteem and their positive participation in the full life of the School
- pupils' progress through regular review of IEPs and class and subject test results;
- parental satisfaction;
- internal school exam results and public exam results; and
- the destination of pupils at the end of Sixth Form.

#### **17. ELD Handbook**

This policy is a summary of the ELD's procedures and practice. If more detail on any point is needed the full Handbook can be made available for reading.