



Individual Learning Policy

Schedule for Development / Monitoring / Review

Author:	SENCo (Individual Learning Department)
Approved by Trustees on:	Autumn 2021
The implementation of this policy will be monitored by:	LMT
Review Date:	Autumn 2022
Should serious incidents take place, the following person/s should be informed:	Head of Prep Head of Pre-Prep Kindergarten Manager
This policy applies to the Prep School	

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GUIDING PRINCIPLES

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

- 1.1a St Edward's 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 St Edward's 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 St Edward's 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 St Edward's 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 St Edward's Preparatory School Child Protection Policy, Safeguarding Policy, Admissions Policy, Accessibility Policy, E-Safety Policy and the Staff Code of Conduct.
- 1.1f All staff at St Edward's 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 St Edward's 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

- 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) and The Equality Act 2010.
- 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).
- 1.2e 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.
- 1.2f 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.

- 1.2g To ensure that no child is discriminated against in any area of school life, on the basis of his/her learning difference or disability.
- 1.2h To ensure that children's records include information relating to their Individual Learning needs, the additional provisions that have been provided, and their outcomes.
- 1.2i To conduct regular reviews of the children's progress.
- 1.2j To work in partnership with the children's parents.
- 1.2k To include the children themselves in decision making and in setting personal targets and to consider the pupil's response to their additional provision.
- 1.2l 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.
- 1.2m To provide a regular INSET programme both for the Learning Support staff and the mainstream teaching staff.
- 1.2n To provide support for staff so that children's needs are met in the mainstream classroom.
- 1.2o 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 St Edward's Preparatory School are considered for Individual Learning Needs based upon the above areas of need and support.

1.3b Children within St Edward's 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 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.
- Is accelerated in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields.
- Requires additional support services or activities not ordinarily provided by St Edward's Preparatory School (whether to close the attainment gap or to support accelerated progress).

1.4 Definition of Special Educational Needs and Disability

1.4a 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.

(Special Educational Needs Code of Practice 2014 DfE)

Children at St Edward's Preparatory School are considered for Special Educational Needs based upon these four areas of need and support.

1.4b Children within St Edward's Preparatory School have Special Educational Needs if they have a learning difficulty (categorized within the areas of need and support outlined in 1.3a) requiring special educational provision to be made for them. Children have a special educational need if their progress:

- Is **significantly** slower 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.

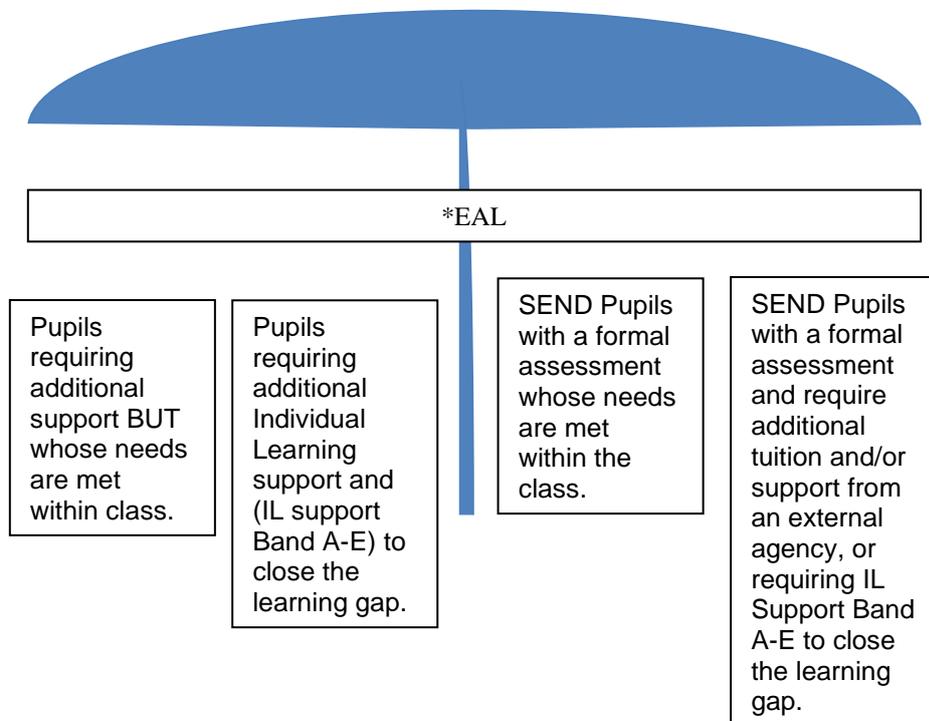
Or if the child has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age.

1.4c Significantly slower progress than their peers starting from the same baseline as identified by analyzing 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.

1.4d 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 St Edward's Preparatory School.

1.5 Individuals who come under the Individual Learning Umbrella

1.5a There are three categories of pupil that come under the Individual Learning umbrella: EAL, SEN and Alpha Pupils. These fall within four main categories of support: Monitor, Monitor (Blue Star), EAL (Grey Star) and Provision (Red Star). These categories of support define the stage on the Independent Learning Register referred to on Pupil Passport and on Action Plans.



*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 providing for the Individual Learning that is required.

1.6 Stages of support within the Individual Learning Dept (Monitor, Monitor-Blue Star, EAL-Grey Star Provision-Red Star)

1.6a *Monitor*: pupils whose progress is satisfactory but are causing concern to teachers as they could be achieving more. Concerns may be raised from teacher assessment or formalised test scores, where a child may appear to have satisfactory attainment but some aspect of their academic performance causes concern. Teacher/s will raise concerns with parents and inform IL co-ordinator. Reasonable adjustments are maintained within the classroom.

1.6b *Monitor (Blue Star)*: pupils whose progress is below that expected are monitored for attitude and academic progress. Class teachers are responsible for monitoring and making reasonable adjustments for their Individual Learning needs. Parents are informed that additional IL support Band A-E is available. A Pupil Passport is compiled by the Special Educational Needs Co-ordinator and updated annually. 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). Advice may be sought from the Special Educational Needs Co-ordinator as appropriate.

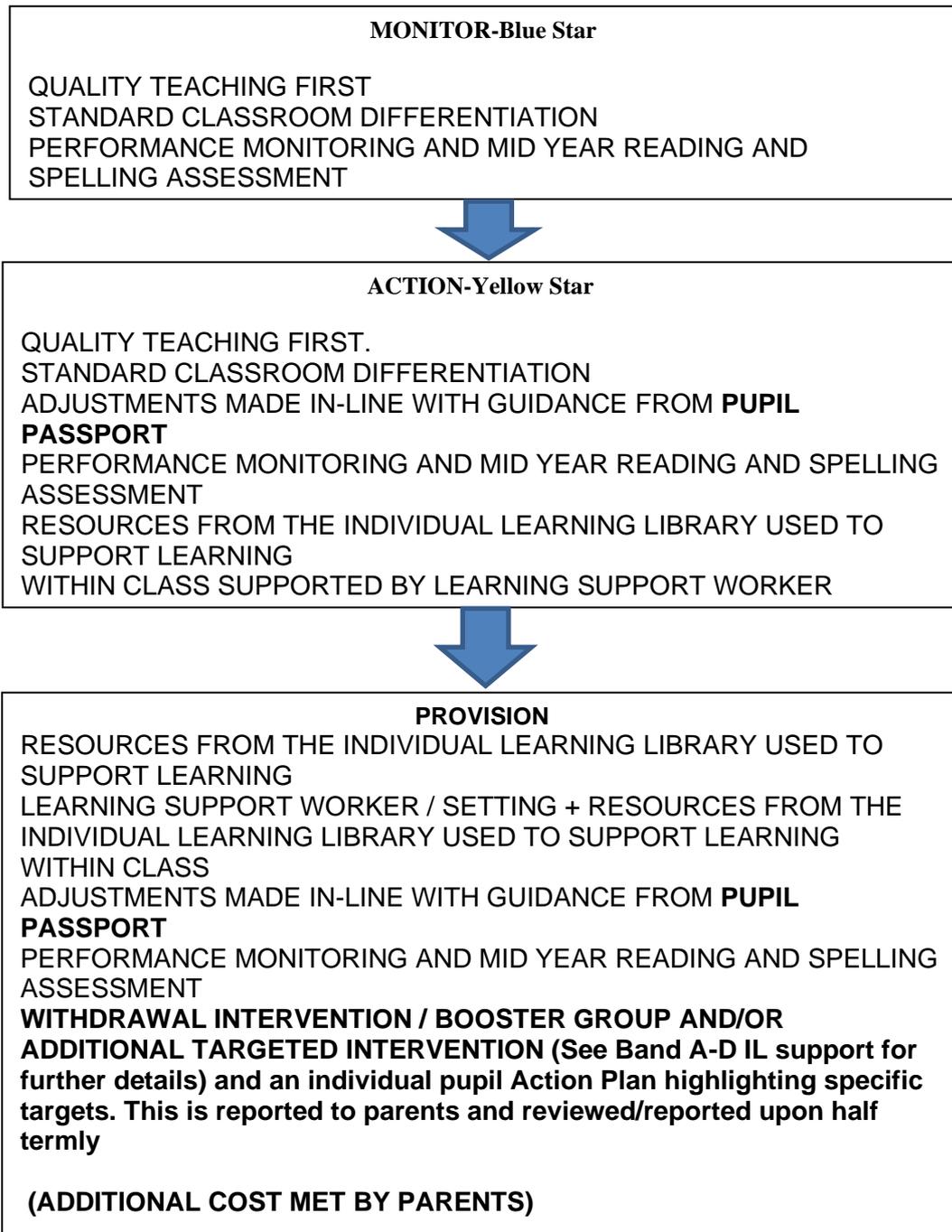
- 1.6c *Provision (Red Star)*: is when a pupil is recognized with an Individual Learning need that requires additional support to close the learning gap. This includes EAL pupils who are receiving 1:1 tuition. Additional IL teaching support Band A-E is available. A Pupil Passport, updated termly, details useful Classroom adjustments to support learning. An Action Plan, updated half termly, details Individual Learning targets.
- 1.6d EAL (Grey Star) Pupils that are recognized as having EAL needs are recorded as EAL (Grey Star). These pupils recorded as EAL (Grey Star) are independent within the classroom. EAL pupils requiring Individual Learning support to close the learning gap are recorded as Provision (Red Star) Band A-E.

1.7 Reasonable adjustments at St Edward's Preparatory School

- 1.7a Pupils placed on the Individual Learning List follow progressive programmes of additional provision/intervention following the graduated procedure as set out below. This outlines the reasonable adjustments made at St Edward's Preparatory School (see fig 1).
- 1.7b 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 the Specialist Individual Learning teacher and by external specialists (visiting the school as approved providers) These additional provisions are inclusive, wherever practical.
- 1.7c The graduated response to providing progressive reasonable adjustments is not limited by being strictly progressive and the Provision as listed at St Edward's 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 St Edward's Preparatory School uses the best endeavours to make sure a child with Individual Learning and/or SEN gets the support they need.
- 1.7d St Edward's Preparatory School uses its best endeavours to make sure pupils with Individual Learning needs benefit from reasonable adjustments funded within the nominal SEN budget. Where 1:1 tuition from a specialist teacher is sought, the additional costs for this are met by parents.

1.8 Reasonable Adjustments Flow Chart; St Edward's Preparatory School Local Offer

Fig 1 Graduated provision flow chart



1.9 IL Band support (A-D) for SENd / Alpha

Individual Learning (IL) Support

Charges for 2019/20



St Edward's
PREPARATORY SCHOOL

Group IL Support	Band A	10 sessions per term with up to 5 pupils	£350 per term per child
	Band B	10 sessions per term with one other pupil	£500 per term per child
Individual IL Support	Band C	5 sessions per term of 1:1 tuition	£500 per term per child
	Band D	10 sessions per term of 1:1 tuition	£650 per term per child
	Band E	20 sessions per term of 1:1 tuition	£1,200 per term per child

All pupils on the Individual Learning Support structure will receive:

- Reasonable adjustments ie synthetic phonics, Mathletics, Linguascope, in-class support from a Learning Support Worker/Teaching Assistant, access to our Well-being Nurse.
- Half termly robust assessment of pupil progress.
- Half termly target setting bespoke to your child's needs.
- Additional resources / schemes of work (literacy, numeracy, EAL, ALPHA) included.
- Break time / Lunch time access to Specialist Individual Learning Support teacher.
- Additional teaching sessions relevant to their support Band.

Examples of focus for support:

- 1) Academic Development:**
 - SENCo assessment: processing speed, working memory, cognitive ability, phonological awareness, academic performance, evaluation of learning gaps/needs.
 - Nessy-target setting and additional session time.
 - Focused tuition.
- 2) Communication, Emotional Health and Well-being:**
 - Mindfulness training for focus, relaxation, well-being.
 - Zones of regulation support work.
 - Social skills support-games, targeted development work.
 - Supporting Speech and Language recommendations.
- 3) Motor Skills:**
 - Motor skill development package (up to 4x15 min sessions per week making 10 full sessions per term or 10 individual sessions):
 - Touch typing additional session.
 - Fine motor skill development activities.
 - Handwriting practise.
 - Supporting Occupational Therapist recommendations.
- 4) Academic Extension:**
 - Verbal reasoning support.
 - Non-verbal reasoning support.
 - Maths extension support.
 - English extension support.
 - Academic development off-site visit.

Further support packages are offered and can be available on request. The list above is not exclusive. Assessments from an approved outside specialist can be arranged to take place in school or out of school. Any costs for the external assessor are charged to parents.

All IL tuition is delivered by our Specialist Individual Learning Teacher, Mr Carl Thurston BA (Hons) PGCE Nat. SENCo Award, Diploma in Literacy Difficulties. Mr Thurston has over 25 years SENCo experience and has taught at St Edward's Prep School for the last 10 years. Should you have any queries regarding the support please feel free to contact him on c.thurston@stedwards.co.uk

v3.0

2.0 EAL Band support (A-D)

English as an Additional Language (EAL) Support



St Edward's
PREPARATORY SCHOOL

Charges for 2019/20

St Edward's Prep School has extensive experience of children that arrive with little or no English language. Once immersed into lessons we find their English improves rapidly, just through interacting with the other children. However, in order to fully participate in our curriculum, we offer additional linguistic, academic and emotional support from our EAL teacher.

All EAL pupils at the Prep School receive a complimentary formal NFER English and Maths Assessment and complimentary Reading and Writing Assessment (NGRT/BSTS). Depending upon the result of these assessments the relevant Banding of support will be offered.

In addition to the above assessments, EAL pupils receive a complimentary informal language assessment to assess additional language needs. First language pupils receive a formal assessment of literacy needs from the SENCo. All pupils within Bands A-E also receive in-class support from a Learning Support Worker, where appropriate, working in a small group and an iPad for translation.

All pupils on the EAL Support structure will receive:

- Reasonable adjustments ie Linguascope, in-class support from a Learning Support Worker/Teaching Assistant, access to our Well-being Nurse.
- Half termly robust assessment of pupil progress.
- Half termly target setting bespoke to your child's needs.
- Additional resources / schemes of work (EAL, iPad).
- Break time / Lunch time access to Specialist Individual Learning Support teacher.
- Additional teaching sessions relevant to their support Band.
- Communication, Emotional Health and Well-being support.

Group EAL Support	Band A	10 sessions per term with up to 5 pupils	£350 per term per child
	Band B	10 sessions per term with one other pupil	£500 per term per child
Individual EAL Support	Band C	5 sessions per term of 1:1 tuition	£500 per term per child
	Band D	10 sessions per term of 1:1 tuition	£850 per term per child
	Band E	20 sessions per term of 1:1 tuition	£1,200 per term per child

All EAL tuition is delivered by our Specialist Individual Learning Teacher, Mr Carl Thurston BA (Hons) PGCE Nat. SENCo Award, Diploma in Literacy Difficulties. Mr Thurston has over 25 years teaching experience and was an original teacher of EAL in the old Czechoslovakia. He has taught at St Edward's Prep School for the last 10 years. Should you have any queries regarding the support please feel free to contact him on c.thurston@stedwards.co.uk

V2.0

ROLES AND RESPONSIBILITIES

2.1 The Trustees responsibility

- 2.1a The Trustees, with the Head of Prep, have overall responsibility for ensuring that the school makes appropriate Individual Learning provision.
- 2.1b There is a member of the Trustees with specific oversight of the school's arrangements for SEN and disability.
- 2.1c To facilitate this there is an Education Committee comprised of:
- Chair of Trustees.
 - A nominated Trustee (currently Jane Jones).
 - The Principal
 - The Head of Prep
 - Key subject leaders.
 - The Special Educational Needs Co-ordinators.

The Committee meets at least three times a year. The clerk to the Trustees is in attendance to take minutes. The Chairperson reports to the Trustees.

2.2 The Head of Prep'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 For advising on the graduated approach to providing Individual Learning support at St Edward's 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 Trustees to ensure that St Edward's 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.

Supporting 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 Tuesday mornings.
 - Informally in discussion with subject co-ordinators and/or Special Educational Needs Co-ordinator.
 - Informally at SENCo drop-in sessions.
- 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 Headp.

2.6 Parent's responsibility

- 2.6a St Edward's Preparatory School values the contribution and support of parents in their child's education. Whilst St Edward's 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 Action and Provision at St Edward's Preparatory School.

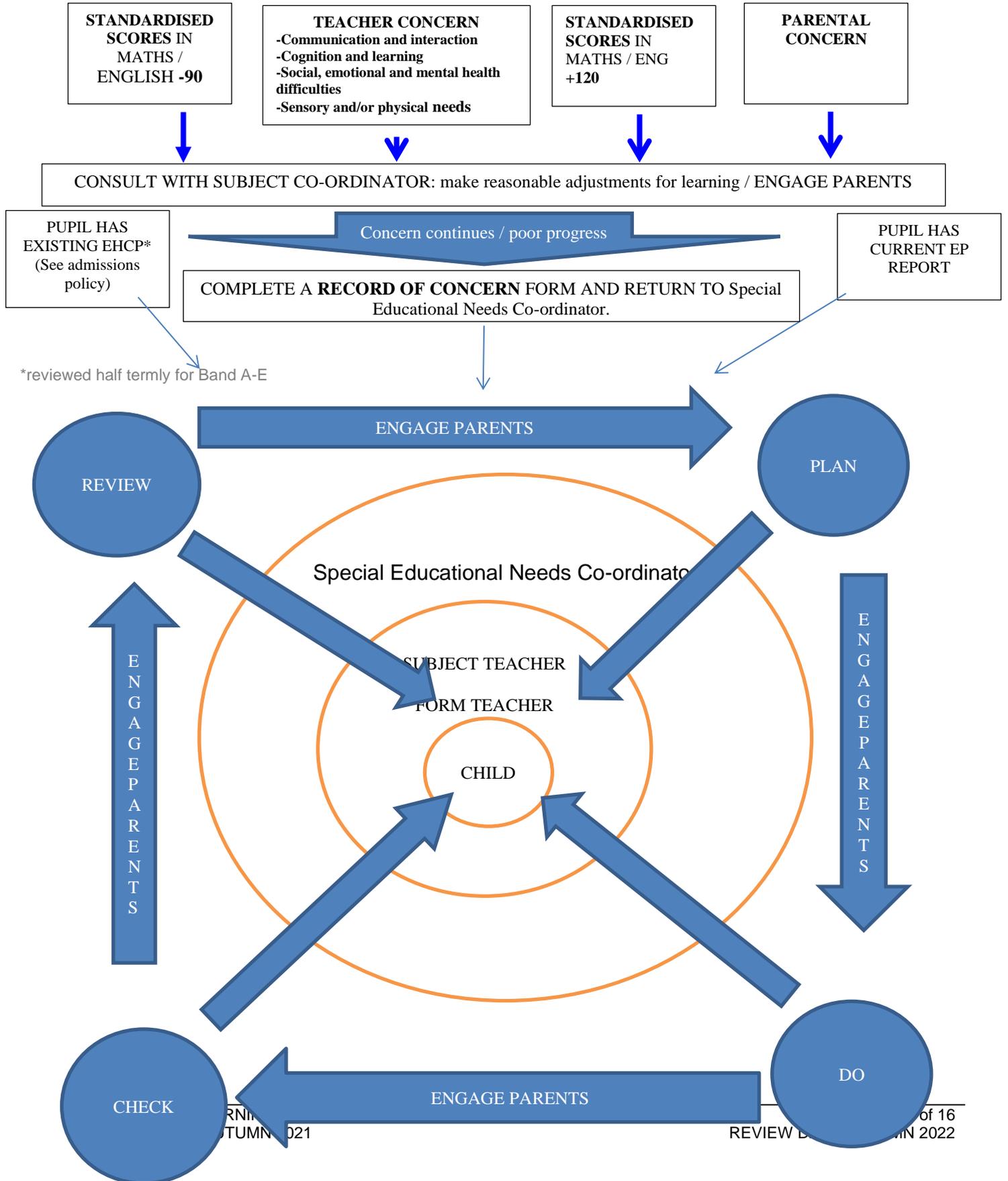
2.7 Pupils' responsibility

- 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 St Edward's Preparatory School.

IDENTIFICATION AND ASSESSMENT OF PUPIL NEEDS

All staff at St Edward's 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 St Edward's 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

- 3.4a St Edward's 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 on the Pupil Progress Monitoring Spreadsheet, which includes: INCAs Maths and English; NfER English and Maths; CAT4; BSTS2; NGRT2 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 St Edward' 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 weekly and records of work are available.

3.5 Diagnostic Assessment by Special Educational Needs Co-ordinator

- 3.5a If a pupil's progress remains a concern despite the best endeavours of quality teaching and after reasonable adjustments have been made, an individual assessment by the Preparatory Special Educational Needs Coordinator may be sought to investigate Individual Learning Needs. There is no cost to parents for this.

3.6 Further Assessment by relevant professional specialist

- 3.6a 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.
- 3.6b St Edward's 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.

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.

COMPLAINTS PROCEDURE

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

LINKED POLICIES

This policy should be read in conjunction with the following St Edward's Preparatory School Policies:

- Safeguarding Policy, containing updated Keeping Children Safe in Education September 2021.
- Admissions Policy.
- Disability Access Policy.
- Curriculum Policy (and individual curriculum subject policies).
- Staff handbook.
- E-Safety Policy