

Woodlands Schools



Learning Enhancement Policy

**This policy includes the EYFS Little Acorns and Before and After
School Provision**

Table of Contents

TABLE OF CONTENTS	1
LEARNING ENHANCEMENT POLICY	2
INTRODUCTION.....	2
DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS (SEN) TAKEN FROM SECTION 20 OF THE CHILDREN AND FAMILIES ACT 2014.....	2
AIM	2
IDENTIFICATION, ASSESSMENT, PROVISION AND MAT	3
NATURE OF INTERVENTION	5
INDIVIDUAL EDUCATION PLANS (IEP)	5
THE ROLE OF THE SENDCo.....	5
ANNUAL REVIEW OF THE EHC PLAN	6
CRITERIA FOR EXITING SPECIAL EDUCATIONAL PROVISION	6
CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE	7
(SEE APPENDIX)	7
MENTAL HEALTH AND WELLBEING	7
WOODLANDS SCHOOLS RECOGNISE THAT CHILDREN WITH SEN ARE OFTEN MORE LIKELY TO EXPERIENCE MENTAL HEALTH AND WELLBEING ISSUES. THE SCHOOL IS PROACTIVE IN ITS IDENTIFICATION AND OFFER SUPPORT TAILORED TO THE INDIVIDUAL CHILD’S REQUIREMENTS INVOLVING THE PARENTS/CARERS THROUGHOUT (SEE MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY FOR FURTHER INFORMATION).	7
SENDCo.....	7
APPENDIX: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	8
INTRODUCTION.....	8
AIMS AND OBJECTIVES.....	8
TEACHING AND LEARNING STYLE	8
CURRICULUM ACCESS	9

Learning Enhancement Policy

Introduction

Woodlands Schools provide a broad and balanced curriculum for all pupils irrespective of learning difficulty, race, gender, creed or nationality. Adaptive learning takes place throughout the settings. Each pupil's individual development is recognised and celebrated. In some situations, pupils may need further support or extension in order for them to reach their full potential. In these cases, the pupils will receive individual or group support as appropriate.

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014 (updated 2024)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th of March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Aim

Woodlands Schools will do its best to ensure that the necessary provision is made for all pupils to reach their full potential. The settings will endeavour to ensure that all staff are able to identify and provide for these pupils so that they are able to access the full curriculum at the appropriate level. These discussions serve to embed our high expectations among staff about Quality First Teaching and the application of a differentiated and personalised approach to teaching and learning.

Woodlands Schools will have regard to the Children and Families Act 2014 and the SEN Code of Practice which accompanies this legislation when carrying out its duties.

The Schools will ensure that parents or carers are fully consulted about the provision that is being made, or recommended for their child. All parents will be treated as partners in their children's education.

Children will be recognised as ‘more able and talented’ if assessment results indicate plus 3.5 years above their chronological age and/or they achieve Assessment scores of 130+ in yearly assessments. Children will also be recognised as ‘more able and talented’ in sport or creative activities if their ability is significantly above average for their year group. This is teacher assessed.

By identifying these pupils, we will ensure that appropriate provision is made and that they are challenged to reach their full potential and able to make the greatest possible progress. Again, parents or carers will be fully consulted about the provision being made and will be treated as partners in their children’s education.

Children will also be encouraged to participate in decision making and contribute to setting goals and reviewing and assessing their needs.

Identification, Assessment, Provision and MAT

Woodlands Schools recognises the importance of early identification, assessment and provision for any child who has a special educational need.

We accept the principle that pupils’ needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014.

- Communication and Interaction (C and I)
- Cognition (Cog) and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil’s progress:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a Looked After Child (LAC)
- Being a Child of a Service Woman/Man

Provision for children with special educational needs is a matter for the Company as a whole. The Head Teacher, SENDCO/Learning Enhancement team and all other members of staff have important responsibilities. All teachers are teachers of children with special educational needs.

Teacher assessment and/or standardised testing are used to monitor each pupil’s progress. When a teacher suspects that a child may require additional support or extension, they consult the SENDCO who will review/carry out further appropriate assessments to identify if a pupil is experiencing a specific learning difficulty or demonstrates a higher ability or talent.

At appropriate stages children may also be screened for specific learning difficulties or barriers to learning such as dyslexic tendencies. We are aware that a bright child can often compensate and dyslexic type tendencies may not become apparent until much later on eg., Year 5 as the bright child often appears to be ‘doing ok’. We actively look for those children using appropriate assessment tools. Identified MAT children are referred to our MAT co-ordinator where they are continually monitored and challenged appropriately (please see MAT Policy).

When a child is identified with specific learning difficulties and requires interventions that are additional to those provided as part of the school's usual differentiated curriculum, in order to reach their potential, the graduated response will be implemented.

The graduated response is a four part cycle of assessment, planning, doing and reviewing. This process will happen termly.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly analyzing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP) with a clear date for review. Parental involvement will be encouraged to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

To track a child's long term progress and level intervention he/she will be included on the SEND register by the SENDCO

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupils response to the support can help identify their particular need. The impact on progress, development and/or behaviour that is expected will be recorded by class teacher and other staff and summarised on the IEP in preparation for the termly progress review.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early

identification of SEND, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers or where inappropriate behaviour is having an adverse effect on progress. Advice is incorporated into the child's individual planning and targets. When necessary the school will recommend that the parents/carers seek an external assessment/diagnosis.

Nature of Intervention

The SENDCO/LSA and the child's class teacher will decide on the action required to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Different strategies within the classroom
- Withdrawal from mainstream lessons for some group or individual support
- Staff development and training to introduce more effective strategies
- Access to LA or independent support services for one off or occasional advice on strategies or equipment.

Individual Education Plans (IEP)

Strategies employed to enable the child to progress will be recorded with an Individual Education Plan (IEP). The IEP will include information about:

- the child's specific difficulties
- the long and short term outcomes set for the child
- the teaching strategies to be used
- the provision put in place
- when the plan is to be reviewed
- the child's progress and achievements.

Parents will be encouraged to assist with the IEP and the IEP outcomes which will be reviewed termly. Where possible, children are also encouraged to take part in the review process and be involved in setting their own outcomes. If it is deemed that the child is not making the expected academic progress or meeting the behavioural expectations of Woodlands Schools within the support provided, the school can require a 1:1 shadow to work with the child in order for them to continue to be educated at Woodlands. This would be at the parents' expense.

The Role of the SENDCo

- overseeing the day-to-day operation of the setting's SEND/LE policy
- co-ordinating provision for children with special educational needs and disability
- liaising and advising fellow staff
- assisting teachers with the preparation and review of Individual Education Plans (IEPs)
- overseeing the records of all children with special educational needs
- liaising with parents of children with SEND
- liaising with external agencies including LA and independent support and educational psychology services, health and social services and voluntary bodies.

If the School is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the School may request a statutory assessment

from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

The School will provide the evidence about the child's progress over time, documentation in relation to the child's SEN support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual education plans (IEP)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National standardised attainment, and wider learning profile
- educational and other assessments e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an EHCNA (Educational Health and Care Needs Assessment), it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and/or child
- the School
- an Educational Psychologist
- health
- social care
- anyone else that parents/carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website -

<https://send.essex.gov.uk/help-learning/education-health-and-care-plans-ehcps>

Annual Review of the EHC Plan

EHC Plans must be reviewed at least annually. The SENDCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents, relevant professionals from within School and outside agencies. As well as a representative from the LA. The view will be person (child)-centred looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and the SENDCO will ensure that it is sent to the LA.

Criteria for Exiting Special Educational Provision

A child may no longer require SEP, where they

- close the attainment gap between themselves and their peers and/or are fulfilling their potential
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers.

This would be determined at the review stage.

The class teacher will also ensure that their planning includes appropriate goals to challenge the child to reach their full potential.

Children with English as an Additional Language

(See Appendix)

Mental Health and Wellbeing

Woodlands Schools recognise that children with SEN are often more likely to experience mental health and wellbeing issues. The School is proactive in its identification and offer support tailored to the individual child's requirements involving the parents/carers throughout (See Mental Health and Emotional Wellbeing policy for further information).

SENDCo

The SENDCos for each setting are:

Great Warley	Vivienne Parker	Main School and EYFS
Hutton Manor	Anne Wilson	Main School
	Karen Archer	EYFS (in consultation with Main School SENDCo)
	Jackie Wilson	Little Acorns Nursery at Hutton Manor

Appendix: English as an Additional Language (EAL)

Introduction

At Woodlands School, the teaching and learning, achievements, attitudes and well-being of all our children are important. The children are encouraged to achieve the highest possible standards, taking account of each child's life experiences and needs.

A number of the children at Woodlands Schools have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children must not be regarded as having learning difficulties solely because the language spoken at home is different from the language in which they will be taught.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. Woodlands Schools within this framework promotes the principles of fairness and justice for all through the education that is provided in the school.

The aim of this policy is to help ensure that Woodlands Schools meet the full range of needs of those children who are learning English as an additional language, in line with the requirements of the Race Relations Act 1976.

Teaching and Learning Style

In Woodlands School, teachers take action to help children who are learning English as an additional language.

This includes developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

This also requires ensuring access to the curriculum and to assessment by:

- using technology (Google translate) ensure children understand important instruction (info)
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials and dictionaries;
- using the home or first language where appropriate.

Curriculum Access

All children at Woodlands School follow the curricular requirements of the school which are based on the Foundation Stage and the National Curriculum. Children with English as an additional language will be included in the class' curriculum..

The children with English as an additional language are primarily supported within the classroom by the class teacher/LSA.

In the Early Years setting opportunities are organised for children to develop their English, and support provided for them to help them take part in activities.

The Early Years setting helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;