



Learning Enrichment (SEND) Policy

This policy will be reviewed annually
Policy reviewed: June 2023 by SENDCo & Head Teacher
Next review: June 2024 by SENDCo & Head Teacher

This policy should be read in conjunction with the following School policies/documents:

- I. Teaching and Learning
- II. Equal Opportunities
- III. EAL
- IV. Able, Gifted and Talented
- V. Accessibility Plan
- VI. Admissions Policy
- VII. Reasonable Adjustments
- VIII. Parents Handbook
- IX. Safeguarding
- X. Prevent Duty
- XI. Privacy Policy
- XII. Behavioural Management

CONTENTS PAGE

Introduction – Principles and Objectives	page 1
Learning Enrichment Staff and their Responsibilities	page 1
Admissions – Entry Procedures	page 4
Curriculum, Targets and Integration Strategies	page 5
Internal Tests and Assessments	page 5
Parents	page 6
Pupils	page 6
Staff	page 6
Reporting	page 6
Transfer	page 6

Introduction – Principles and Objectives

Learning Enrichment (“LE”) at Wimbledon Common Preparatory School (“The School”) exists to help all children achieve their learning potential, whether they have a specific learning difficulty and/or disability (SEND) or not.

We believe that thinking in terms of learning enrichment, stresses the notion that support must, and should, be available for all children during their time at the School. The need for support may be short-term, as a result of absence, or a difficulty with a particular subject, or long-term for those with a disability, a specific learning difficulty or simply a less conventional learning style.

The LE department aims to preserve and develop our children’s self-esteem and motivation. We also aim to encourage a desire to learn by not simply responding to a learning difficulty in terms of remedy, but by enhancing learning and using the children’s stronger skills to support and develop the weaker skills.

LE helps staff and parents to develop a greater awareness, as well as understanding of, specific learning difficulties and disabilities. It supports staff and parents to provide, where appropriate, differentiated learning strategies to help maximise the learning potential of all children.

We believe that if all children are to achieve their full potential, they must have total access to the curriculum.

The LE department operates with an “open door” policy for children, staff and parents.

This policy is intended to address the relevant recommendations of the Equality Act 2010, the new SEND Code of Practice (0-25) 2014, the Children and Families Act 2014 and related documents and legislation, as well as the guidelines outlined in the School’s Accessibility Policy. In addition, very specific attention is being paid to all legislation and guidance in respect of safeguarding.

This policy is placed in the Staff Policies folder, the School’s website and is sent to the Governing Body. It is reviewed annually.

Learning Enrichment Staff and their Responsibilities

The role and the names of the staff with specific responsibilities within the LE department are:

- Head Teacher – Mr Andrew Forbes
- SENDCo/Learning Enrichment Teacher – Mrs Chloe Poelman

Provision for pupils who require some additional support during their education at the school is the responsibility of all staff. However, the Governing Body, the Head Teacher, the SENDCo/Learning Enrichment teacher carry some additional responsibilities.

A. All Staff:

All teaching staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils receive support from teaching assistants and/or specialist staff. They are responsible for setting suitable learning challenges, responding to the pupils’ diverse needs, for overcoming potential barriers to learning and for monitoring progress.

All staff are involved in the implementation of the school’s Learning Enrichment (SEND) policy and are fully aware of the procedures for the identification, assessment and making provisions for our pupils with Learning Enrichment needs.

B. The Governing Body

The Head Teacher reports to the governors regularly as part of the regular update to the governing body and includes any relevant information on LE and SEND pupil provision, as necessary.

C. The Head Teacher

At the weekly child forums, staff formally inform her if a child fails to progress within expectations and/or appears to be struggling with the demands both in, and out, of the classroom. In addition, the Head Teacher operates an “open-door” policy whereby staff can raise awareness of any cause for concern regarding a pupil.

The Head Teacher line-manages the SENDCo and the LE Teacher.

D. The SENDCo

The SENDCo is responsible for the day-to-day management of all LE provisions in the school. This involves the following:

1. following up on all causes for concern
2. operating and maintaining the LE Register
3. overseeing and maintaining the records of all pupils with LE needs, including pupils with English as an Additional Language (EAL), Children who speak other languages (PwOL)) and children identified as Able, Gifted and Talented
4. prepare and write Individual Support Plans (ISP)
5. liaise with external support agencies, such as Speech & Language Therapists and Educational Psychologists
6. coordinating regular reviews of LE Provision as well as pupils’ targets and progress
7. provision of support during the admissions process: Observed Play Session (OPS)
8. provision of, and contribution to, staff inset training
9. provision of training for parents via parents’ workshops
10. maintain and contribute to the LE Policy
11. support, and contribute to, all other school policies
12. liaising with the Governing Body as/when required
13. liaising with the Designated Safeguarding Lead & the Deputy Designated Safeguarding Lead as/when requested

E. The LE teacher

The LE teacher is responsible for providing specialist support to pupils who require some additional specialist support in class, in small group sessions or in specific one to one lessons. The LE teacher liaises with class-teachers when, and where, LE support can best take place and prepares a timetable for these pupils.

Admissions – Entry Procedures

LE provides advice and support to ensure that all reasonable adjustments have been put in place for children with SEND and/or any medical needs during all aspects of the admissions process.

For more detailed information, please see the Admissions Policy on the Wimbledon Common Preparatory School website.

Curriculum, Targets and Integration Strategies

In order that children with Learning Enrichment needs have full access to the curriculum, they follow a fully integrated teaching programme. This means that children are supported to participate fully in all aspects of the class curriculum, the School's extra-curricular activities and the School's pastoral provisions. All teaching staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils receive support from teaching assistants and/or specialist staff. They are responsible for setting suitable learning challenges, responding to the pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Should there be an indication that a pupil is not making progress within line of expectations the class teacher contacts LE to seek advice, to ask for an in-class observation and/or to schedule an informal LE assessment.

Where deemed appropriate, the LE teacher will provide lessons on a one-to-one basis or in small groups. Support may also be given in class. LE lessons will be scheduled on a week-by-week basis to accommodate for any weekly changes to the class timetable.

At all times, pupils are encouraged to explore and develop learning strategies and techniques which enable them to fulfil their potential. After consultation with the pupil, his parents and appropriate staff, the pupil will be given appropriate strategies to support his specific learning styles. These strategies are recorded in the child's Individual Support Plan (ISP). The ISP is filed in the LE folder in SharePoint and is reviewed on a termly basis.

To ensure that the individual learning needs of our children are identified at the earliest opportunity, class teachers carry out a number of timed base-line assessments during the course of the academic year to identify any children who struggle to communicate their knowledge and ideas both in writing and orally, under time constraints.

In addition, all teaching, and non-teaching, staff look out for behaviours which could suggest possible issues in respect of safeguarding. The DSL, or DDSL, will be informed immediately. Please also refer to our Safeguarding policy as well as our Behavioural Management Policy.

Individual Support Plans (ISP) are written by the SENDCo, after consultation with the parents, the pupil, all relevant teaching staff and the Headmistress. The ISPs hold the following information:

- names & dates of any formal assessments
- dates of any previous ISPs
- level of SEND/medical needs/EAL/EOL/A,G + T
- list of areas where the pupil does not yet meet expected criteria or indeed well exceed the expected criteria
- details of level of intervention and targets
- additional classroom strategies
- review date

Internal Tests and Assessment

During internal assessment and class tests, the School will seek to provide special arrangements for those children who have identified LE needs, to ensure that they have full access to their tests and assessments and are able to show their skills and knowledge in an appropriate manner. Pupils, who present with a temporary learning need on an assessment or test day, will also be supported.

Parents

Parents are encouraged to work in close partnership with the School at all times and this includes communications with the LE department. The LE department operates an “open door” policy, however, if a parent has a concern about the (academic) progress of his/her child, the School encourages parents to contact, in the first instance, the class teacher or the Head Teacher, depending on the nature of the concern. It is School policy to work very closely with parents and their children, at all times, in order to resolve any causes for concern as soon as possible.

Pupils

The LE department operates an “open door” policy and pupils are always welcome to seek some support from the LE teacher. In addition, it is a principle of the LE department that pupils are consulted at each stage during their need for specific learning support.

Staff

LE informs and updates class teachers on an on-going basis via pupil files within the LE domain in SharePoint, in face-to-face meetings and formally during the weekly staff meetings. LE provides regular staff training as part of the whole school Inset-training programmes.

LE participates actively in the Induction Programme for new staff. All new staff have at least one training session allocated to LE, where they meet with the LE staff and are introduced to the working of the LE department. Great emphasis is given to the use of LE information; the importance of security and confidentiality of all LE information, where and how this information can be found and how this information should be communicated with parents, children, colleagues and other professionals.

Reporting

The LE teacher maintains regular contact – via a telephone call, and email and/or a meeting with the parents of pupils receiving support from LE as and when this is appropriate. Formal reviews take place at the end of each term, where progress and targets will be evaluated and updated.

The SENDCo reports regularly to the Head Teacher with updates on LE/EAL/EOL/A,G+T Registers, progress of pupils and the partnership with parents.

Transfer

When a pupil receives some additional support from LE, the SENDCo will closely liaise and co-operate with other schools when the pupil applies to sit an entrance exam to those schools. When the pupil leaves the School and transfers to the next school, confidential papers, such as specialist reports and/or ISPs, will only be transferred after a written consent from the parents has been received.

Resources:

The LE department is given an annual budget to meet the demand for most resources. However, there may be an occasion where the school is unable to meet such a demand. For more details, please see the School’s Reasonable Adjustment Policy.