



SOLIHULL

Preparatory School Learning and Curriculum Support Policy

Owner: Deputy Head (Academic) of the Preparatory School

Reviewer: Curriculum & Learning Support Co-ordinator

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Version 7

PREP SCHOOL

1. Introduction

The Prep School recognises that a minority of children have particular learning and assessment requirements that could create barriers to them fulfilling their potential. These requirements often arise as a consequence of a child having Special Educational Needs and Disabilities (SEND) as outlined by the Code of Practice 2014 (DfE, 2014).

The Curriculum & Learning Support Team (C&LST) in the Prep School helps to co-ordinate provision made for pupils identified with SEND and those who may have SEND. Within this provision, Learning and Curriculum Support lessons form an integral part of the Prep School curriculum, supporting learning and the acquisition of skills in English and Maths as well as the development of the whole child. They also work closely with their colleagues in the Senior School to support the transition of pupils.

2. Assessment and Support

The Prep School follows the Prep School Graduated Approach (PSGA) when identifying and supporting individual pupils. This can be found in the Prep School Handbook for new staff & outlines the different stages we follow in supporting pupils to reach their full potential.

At the beginning of each academic year, all children in the Prep School are assessed in aspects of Reading, Spelling and Maths dependent upon their age, with Junior School pupils also being assessed in Verbal & Non-Verbal reasoning. Children who perform at or below their chronological age in these tests are identified and monitored closely. In addition, throughout the academic year, information from a range of formative and summative assessments is used to identify and highlight pupils whose progress is less than expected.

Where there may be concerns about a child's progress, the form tutor and a member from the C&LST will closely work together to provide support and differentiated provision for the individual.

If they are still raising concerns and continuing to make less than expected progress, they will then be highlighted on the School Information System (iSAMS) and within PSGA documentation. A bespoke and unique learning profile for each child will then be created, with information disseminated simultaneously to staff who support and teach each identified pupil in the Prep School. At this point, further interventions are put in place with the aim to secure better progress and to support the pupil effectively. The form tutor will, following consultation with the C&LST, inform the parents at the earliest opportunity to alert them to concerns and encourage their active support and involvement in their child's learning.

After provisions have been made, any ongoing concerns about progress may trigger a recommendation to parents that they seek the advice of an Education Psychologist (EP), Occupational Therapist (OT) or medical specialist, following which a formal diagnosis can usually clarify areas of weakness and provide pertinent recommendations to support learning.

Form Tutors assess and monitor children's progress in line with existing school practices, and work alongside the C&LST to disseminate the findings from formal diagnostic reports to staff.

Learning Support

Learning Support is provided for those children who have Pupil Profiles and a SEND diagnosis. In addition to on-going provision made in school day-to-day, they will ordinarily have bespoke interventions with a member of the C&LST, in a small group or individual basis.

These interventions and support will address specific recommendations made by an EP, professional or qualified practitioner, and the recommendations of Form Tutors past and present who are very familiar with the learning needs of those children. Learning Support sessions usually take place outside curriculum time, in addition to each pupil's normal timetable. As well as opportunities for ongoing dialogue and reflection, pupils also concentrate on specific skills and are provided with opportunities to focus on areas where they will benefit from additional support.

A dedicated member of the C&LST and form tutors work closely with parents and teachers of each individual pupil to plan an appropriate programme of intervention and support. If further intervention is deemed necessary, the C&LST will liaise with the Head of Learning Support in Senior School to discuss suitable professionals who work closely with the School.

Curriculum Support

Curriculum Support is provided if pupils require extra help with English or Maths, facilitating small group work in a more intensive capacity, with the aim of closing knowledge gaps that exist between the relevant pupils and their respective cohorts.

Our youngest pupils are supported throughout the year by full time teaching assistants and by the C&LST on a flexible basis, with I1 & I2 having weekly Curriculum Support sessions. In the Junior year groups, each form has one Curriculum Support lesson per week timetabled simultaneously with an English lesson, and another during a Mathematics lesson for each year group. This timetabling arrangement and availability of support facilitates a more prescient dialogue between each Form Tutor, or Maths teacher, and Curriculum Support teachers, allowing identified learning needs to be targeted in tandem. These Curriculum Support lessons involve providing direct support to a group of children in their classroom, or working with them in Acorns 1 or 2, our bespoke bases for learning interventions. The composition of the groups will therefore be fluid and defined by a common learning need, identified in advance. Some pupils may find themselves in these groups regularly, others less so, while others still may rarely, if ever, require this support.

We also offer a range of ongoing curriculum support learning clubs and interventions to support identified pupils' learning. This provision is reflected termly in year group intervention grids.

3. EYFS

We follow the PSGA stages in our Early Years Foundation Stage (EYFS) to ensure we intervene early and each pupil is supported according to their individual needs. These

needs may be short-lived for a particular time in the child's life or may require longer term support. This may include individualised or more bespoke interventions where appropriate. Form tutors are at the helm of support for each pupil in EYFS, with the C&LST providing support and advice when exploring the best ways to help identified pupils. For relevant pupils in Nursery and Reception, we have specific EYFS Pupil Profiles, which are written with both staff & pupil contributions and are reviewed in line with our PSGA.

At all times, we will work alongside each child's parents and any relevant professionals to share information, identify needs and help each child achieve their potential.

4. Access to the Curriculum

All children have an entitlement to a broad and balanced, relevant curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's specific needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. To ensure all pupils achieve their full potential, all teachers have 'high expectations for every pupil, whatever their prior attainment, and set targets that are deliberately ambitious.' (DfE, 2014 p94).

With pupils with SEND, individual Pupil Profiles are used by all teaching staff, each outlining recommendations to support them in lessons and in the co-curricular life of the school.

Access Arrangements for Exams and Assessments

For pupils with SEND, a specialist assessment or Education, Health and Care Plan will be required to support any access arrangements made in any internal tests and end of year exams.

If access arrangements are needed for exams, such as the use of bespoke resources, assistive technology, rest breaks, prompter or extra time, these will be facilitated where it is a pupil's normal way of working within school and there is supporting documentation.

In the case of requests for extra time, supplementary evidence may be necessary to paint the picture of need. The amount of evidence required will vary according to the pupil's standardised scores on tests of speed. All requests will be considered by the C&LSCo in accordance with the access arrangements and reasonable adjustments guidelines, specified by the Joint Council for Qualifications (JCQ).

5. ICT

ICT offers a wealth of opportunities for pupils with SEND as well as their teachers and parents. It is used to:

- aid communication,
- provide support for teaching training,

- provide a variety of opportunities through software and web accessibility,
- connect learning communities.

ICT is used regularly to support all pupils' learning in the Prep School. Pupils with SEND may benefit from the use of ICT which encourages their autonomy, often promoting practice that reaches beyond school into homes and the community. When used purposefully, technology can help some learners to access the curriculum more easily, and for pupils with SEND, it can offer an alternative, and often less taxing method of learning, with the potential of providing a new route to unlock learning potential.

Within the Prep School, pupils with SEND are encouraged to use a variety of recommended software, websites, and Apps to complement their learning in school, as well as use different devices, such as iPad or laptops, to support their learning. They are taught how to use assistive technology to allow them to work to their full potential.

Teaching staff use a variety of technologies in the majority of lessons and are able to enlarge text, change background colours and provide screen grabs of teaching materials for those pupils who may benefit from them.

6. Co-curricular Links

All pupils in the Prep School are encouraged to participate in the co-curricular life of the school, irrespective of ability. The school offers a wealth of opportunities in sports, creative arts and music, and form teachers monitor each pupil's participation, actively encouraging individual pupils to try different activities and embrace new challenges.

The participation in the co-curricular life of the school of those pupils with SEND is monitored through SOCS to ensure they benefit from enriching their experience at school through opportunities beyond the classroom. Many of our pupils with SEND experience success and unlock talents through our co-curricular programme, so all staff contribute wholeheartedly to help pupils discover success and new learning experiences through a variety of clubs and trips. In addition, all pupils also have opportunities to hold different positions of responsibility in school, including Form Captains, Monitors, Mentors and representatives on the School Council.

7. Partnership with Pupils and Parents

Pupils with SEND have a unique knowledge of their own needs and circumstances, so we actively seek, listen to, and involve all our pupils with SEND in decisions made about how to support them in day-to-day in school. These discussions are ongoing throughout the year, and pupils know their Form Tutor and the C&LST welcome any ideas they may have to help them in their learning.

The C&LSTCo also carries out annual book trawls alongside pupils to discuss their achievements and provide opportunities for them to feedback their experiences in school, all of which are used to guide future support for pupils with SEND.

At all stages of the learning support process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and share the process of decision-making by providing clear information relating to the education of children with SEND. We actively encourage our parent body to be involved in their child's education and to make an active contribution to their learning development.

We have regular meetings, provide attainment and effort grades every half term, and also written reports twice a year, to share the progress of pupils with SEND with their parents.

8. Monitoring and Evaluation

The C&LSCo monitors the movement of children within the system in school. They meet regularly with Deputy Head Academic to discuss ongoing practice and individual pupils, as well as provide staff and the Head of the Prep School with regular updates of the impact of the policy within school.

9. Transition and Links with Senior School

Pupil Profiles are live documents which are regularly updated throughout the year and formally reviewed by Form Tutors, alongside relevant pupils, twice a year.

At the end of each academic year, information is transferred and discussed between the relevant member of the C&LST, the previous form tutor and new form tutor of each pupil who has SEND. Teachers & C&LST liaise regularly to try to ensure each pupil has a seamless transition between year groups and key stages.

To aid transition into the Senior School, the Lower School Learning Support Lead is timetabled in the Prep School to support the C&LSCo with J4 Curriculum Support to develop an understanding of individual needs and build rapport with pupils in advance of them transitioning into Thirds. The Lower School Learning Support Lead and the C&LSCo also meet well in advance of the end of the academic year to share information and discuss each relevant J4 pupil, with pupils also being discussed with J4 HoY in meetings with Thirds Head of Year & other relevant Senior School staff. The C&LSCo continues to liaise regularly with the Head of Learning Support in each new academic year, in addition to also being available to meet with any Senior School teachers to support the ongoing transition and learning of identified individual pupils.

10. CPD

Regular updates and training are provided for Prep School staff to incorporate all pertinent aspects of the SEND Code of Practice into daily practice in the Prep School. The C&LST regularly disseminates information regarding current good practice to staff, and also guidance in order to empower all staff members, with support, to monitor and support pupils who have, or may have SEND.

All Prep School teaching staff are regularly updated with regard to our pupils with SEND, and members of the C&LST spend time with Form Tutors, and other subject teaching staff where appropriate, to ensure they understand recommendations which support each of our pupils who have or may have SEND. Pupil Profiles and advice on teaching strategies for the Four Areas of Need are regularly shared in meetings or through comprehensive emails.

All staff are encouraged to approach the C&LST directly to access further information about a particular pupil's difficulties and to develop their understanding of different educational needs pupils may have. The C&LSCo also regularly shares details about relevant training with staff, and they are fully supported if they wish to attend courses to further develop their knowledge of neurodiversity and SEND.