
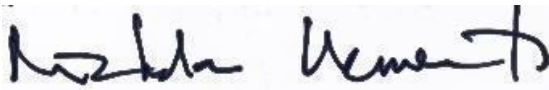


BRONTE SCHOOL



LEARNING SUPPORT GUIDELINES & PROCEDURES **(Including EYFS)**

	Date	Signed
Date reviewed	Sept 2023	 (Mrs. Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2023	 (Mr. Nicholas Clements, Proprietor)
Date of next review	SEPT 2025	

Separate policies and arrangements are in place at Bronte Nursery, which reflect the age of the children and the nature of the setting.

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LEARNING SUPPORT

1. Introduction

We are aware at Bronte School, that whilst the Special Educational Needs and Disability (SEND) Code of Practice 2014 is not statutory for independent schools, this document does apply where vouchers are accepted for Early Years children or for children that are supported by an Education and Health Care Plan (EHCP).

Bronte School is also aware that many children may experience a barrier to learning at some point in their school career that may or may not be classified as SEN (special educational needs) (see Appendix 1) and, therefore, may require learning support. This Learning Support Policy ensures that assessment and provision, for all children requiring learning support, takes account of the type and extent of the difficulty experienced by the child.

This policy takes account of the Special Educational Needs and Disability Code (SEND) of Practice 2014, the Equality Act 2010, Statutory Guidance on Supporting pupils at school with medical conditions April 2014, and the Children and Families Act 2014. It should be read alongside other Bronte School policies for example: Curriculum Policy, Behaviour Policy, Anti-Bullying Policy, Admissions Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions, Accessibility Plan, EYFS policy and Complaints Procedure.

2. Objectives of these Procedures and of Learning Support

It is the objective of this document to outline the procedures, roles and responsibilities of all those involved in Learning Support. The objective of learning support is:

1. To create an environment that meets the emotional and educational needs of each pupil.
2. To identify and assess any pupil who is presenting with a barrier to learning.
3. To provide different levels of intervention and resources to match the level of need.
4. To promote the well-being of pupils and to ensure that all school staff are aware of individual needs, so that these can be met in all school settings.
5. To ensure that all pupils have access to a broad and balanced curriculum and have a sense of involvement.
6. To foster a close working partnership with all parents / carers and external agencies (where appropriate).
7. To identify any staff training and support that is needed and to provide information for all staff, so that the needs of pupils can be met in the classroom.
8. To encourage pupils to have a voice in this process.

3. Educational Inclusion

As a family school promoting academic excellence, Bronte School aims to stretch, challenge and engage pupils at each ability level. The school also recognises the importance of the children's well-being in providing the secure emotional base which is so vital a part of learning and growth. Many children at the school will be of above average or strong academic ability, aspiring to gain entry to academically selective senior schools. Others will be of more average or lower academic ability. Admissions policy reflects this range, being non-selective, and allowing for the admission of any child whom the school's resources are sufficient to support.

4. A Graduated Response to Managing Pupils needs through the Waves of Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a barrier to learning. Additional support and intervention cannot compensate for a lack of good quality teaching; Bronte School keeps the appropriateness of the curriculum and learning environment under review for all its pupils, including those at risk of underachievement.

The school's Learning Support Guidelines and Procedures provide four "Waves of Provision" (see Appendix 2) and is aimed at successful provision across the range of ability, encompassing those with unusually high ability, those who need some extra support, and the full range in between.

Wave 0

All pupils, regardless of level of need, make good progress from 'Quality First Teaching'. Quality First Teaching means that teachers expect to implement a cycle of 'assess, plan, teach and review' that includes all pupils in their classes at the level that allows them to make progress with their learning. There are a number of inclusive strategies that class teachers can employ to meet the needs of the pupils in their classrooms (see Appendix 3). In addition, focused interventions are provided at a classroom level to address barriers to learning (see Appendix 4).

Wave 0 is the default position, in which the considerable majority of children are taught, guided and educated, under the overview of the Class Teacher and supported by the Teaching Assistant. The Head of Learning Support offers advice and support, as well as training when needed, for class and other teachers and for teaching assistants.

Wave 1

There is an assess-plan-review cycle that runs continuously throughout the academic year to ensure needs are identified and progress monitored. This is done through ongoing teacher assessments, formal assessments and Pupil Progress Meetings where pupils who are giving some cause for concern are discussed and awareness is raised with the Headmistress and the Head of Learning Support. Some pupils will be moved to Wave 1 because they are being monitored more closely by the class teacher and are accessing more class-based small group work or occasional one-to-one out-of-class or in-class sessions.

Wave 2

When there is a school-defined barrier to learning or formally diagnosed SEN and the learning support that the pupil requires is likely to be longer term and include regular, specialist teaching, usually by the Head of Learning Support or Learning Support Assistant, a pupil may be moved to Wave 2. The day-to-day management is still undertaken by the Class Teacher, with longer term strategy monitored by the Head of Learning Support. Parents may be informed, by the class teacher, at this stage.

Wave 3

When there is a more significant SEN/ barrier to learning with, usually, the involvement of an external agency or specialist support pupils will be allocated to Wave 3, after discussion with parents, and they may be taught regularly on a one-to-one basis by the Head of Learning Support or Learning Support Assistant. They will often require in-class one-to-one assistance, funding for such assistance being provided by parents. Under this Wave category, the more day-to-day management is undertaken by the Class Teacher, with longer term strategy monitored by the Head of Learning Support, who will also usually undertake liaison with external agencies.

Movement between the Waves

If a pupil's learning need has been addressed and progress is deemed to be at a level commensurate to the demands of the curriculum the pupil will be moved to Wave 1 or Wave 0 and will continue to be monitored informally by the class teacher and formally through the Pupil support Meetings.

5. Pupil Progress Meetings and Provision Mapping

At Termly Pupil Progress Meetings a Class Provision Map is created by the class teacher with support from the Head of Learning Support. This map details the provision available in the classroom and is tailored to the needs of the individual class, it also details interventions being provided both within and outside of the classroom. The Provision Map is a dynamic document and evidences how the school is strategically targeting support. Progress and effectiveness of provision and interventions are monitored at these meetings. Provision mapping is central to providing a holistic view of support. See appendices 3 and 4 for lists of provisions and interventions available at Bronte School as and when they are required.

6. Admissions Arrangements

The school has a structured approach to admissions involving: interviews, assessments and familiarisation days for potential pupils. It is important at this stage to identify any learning needs or barriers to learning and have clear communication around factors which may help Bronte School with planning to meet the teaching and learning needs of a new pupil. If, after an assessment and familiarisation visit, the school is satisfied that the pupil's teaching and learning needs can be met at Bronte School with any reasonable adjustments, and a place is offered, the school will monitor the pupil's progress to ensure that his/her educational needs are being met and to ensure that it can continue to meet those needs.

Bronte School reserves the right to contact previous schools for reports and other information concerning any pupil seeking admission to Bronte School.

Parents may be required to provide any additional costs, which could be incurred, as the result of extra help being needed, in order that the school can meet the child's needs. However, it should be clear that this would only be in the case where the extra support would be *over and above* any support provided to other pupils and where everything has been done that is considered to be reasonable. However, Bronte School is not a special needs school and may not be suitable for children where a significantly high level of learning support is required in order to access the curriculum.

7. Identification and Assessment

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

Categories of SEN have been set out as follows in the Code of Practice for SEN 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

A child's barriers to learning and learning needs become apparent through a range of processes:

- Admissions procedures
- Teaching within the classroom
- Classroom assessments including Yr R baseline, SATs, InCAS and CATs (Year 5) and tracking procedures
- Discussions at Pupil Progress Meetings
- Parental concerns
- The pupil's expression of concerns

If a class teacher has concerns he/she will speak to the parents and contact the Head of Learning Support.

8. Monitoring and Recording

Both the class teacher and the Head of Learning Support have electronic copies of all specialist reports. Electronic pupil pen pictures contain all relevant information and are available on the staff accessible area of the school's management system. Those pupils with a barrier to learning have a more detailed pen picture.

Provision Mapping plays an important role in monitoring, recording and evaluating interventions and ensuring outcomes are good for pupils with barriers to learning and requiring learning support.

Class teachers monitor and record for pupils at Waves 0 and 1 and then discuss this formally with the Head of Learning Support and the Headmistress at the Pupil Progress meetings when the provision map is reviewed and revised or informally at any time the teacher needs support or advice. Class teachers may at this time be asked to complete a Pupil Information Form (Appendix 5).

Class teachers monitor and record for pupils at Waves 2 and 3 and the Head of Learning Support oversees the monitoring and recording for these pupils. These are also discussed at the Pupil Progress Meetings.

For children who are at Waves 2 and 3 after a period of intervention an evaluation is made and recorded on the provision maps or on the child's personalised plan if they have one. This information is shared with parents either by the class teacher or the Head of Learning Support.

9. EAL (English as an additional language)

The school will informally seek information about languages spoken at home, at the initial interview with parents. If it is considered that the pupil's level of English could be creating a barrier to learning, the school will implement the use of 'Assessment of Children and Young People with English as an Additional Language Including Kent Steps', to enable the staff to fully understand the level of reading, writing, comprehension and speaking and listening abilities, of the pupil with EAL.

Whilst recognising that most EAL pupils needing support do not have SEN, should SEN needs be identified during assessment, EAL pupils will have equal access to the school's Learning Support provision.

10. Timetabling

Pupils will have the opportunity to work in small groups in English and Maths, if they need specific support to access differentiated work during these lessons. When support is needed in a withdrawal situation the first priority is that pupils do not miss Quality First Teaching of core subjects. Interventions will be arranged during other subject lessons whilst still ensuring that pupils have access to a broadly based curriculum.

11. Responsibility for managing the provision

- All members of Staff are involved in implementing Bronte's Learning Support Guidelines and Procedures.
- All teaching staff are responsible for identifying pupils who are causing concern, but have not been formally identified with a SEN or barrier to learning. They are responsible for reporting these concerns to the Head of Learning Support.
- The Head of Learning Support (Mrs Cochrane) manages the operation of Bronte's Learning Support Guidelines and Procedures.

- The Headmistress (Mrs Wood) co-ordinates the provision for and manages the responses to children's learning support needs at all levels in the school with support from the Head of Learning Support;
- The Head of Learning Support supports and advises colleagues, including attending meetings with parents and/ or external agencies;
- The Headmistress and the Head of Learning Support oversee the Waves of Provision;
- The Headmistress and the Head of Learning Support monitor and evaluate the Learning Support provision;
- The Head of Learning Support contributes to the professional development of staff with regard to SEN, barriers to learning, provision and intervention.
- Bronte School recognises that pupils at school with medical conditions should be fully supported so they have full access to education and therefore Bronte School has a school nurse available on site each day (between 9-3.30am except Wednesdays) who can provide advice and guidance about medical needs and some medical care during these hours.

12. Arrangements for consulting parents of children with barriers to learning and involving them in their education

Bronte School staff aim to involve parents in their child's progress and to encourage a joint partnership as home-school liaison is seen as an essential part of a pupil's progress; this is even more so in the case of a pupil with a SEN and/or a barrier to learning and in need of learning support. All parents of pupils at Bronte School are invited to discuss the progress of their children on four occasions a year and receive a written report twice per year. In addition teachers are happy to arrange meetings outside these times. As part of normal teaching arrangements, some pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. All provision will be recorded, tracked and evaluated on a Provision Map and will be shared with parents at open evenings. The contact book and the use of email and telephone calls, ensures that any concerns, whether linked to learning support or not, can be dealt with immediately. The Head of Learning Support works in school on Mondays and Tuesdays and is available for meetings and phone calls on those days but is also available by email the rest of the week.

If a pupil is placed at Wave 2 or Wave 3 the parent may be invited to contribute to planning and reviews of their child's provision at open evenings and have the opportunity to make further appointments with the class teacher and the Head of Learning Support if they require further information or support.

If following normal provision a pupil's progress is causing concern the class teacher will contact parents to discuss the use of internal or external assessments to help the school address learning needs more efficiently. If an Educational Psychologist has assessed a child, additional meetings are arranged to discuss reports and decide on the strategies that will be put into place both at school and at home.

Parents are expected to attend relevant school progress meetings, Parents' Evenings and to support, monitor and be involved with their child's homework.

13. The Arrangements for consulting pupils and involving them in their education

When a pupil accesses a small group or 1:1 session the learning intention of the work is orally shared with the pupil and the pupil may be invited to self evaluate at the end of the session or period of intervention. These evaluations feed into the planning of the next session/s. These sessions also provide an ideal time for the pupil to discuss successes and difficulties within the class or any particular subject areas which can be fed back, by the member of staff delivering the intervention, to the appropriate teacher.

14. Transition

Bronte staff work with the educational settings used by the pupils before they transfer to the school and Bronte staff also contribute to a pupils' onward destination by providing information to the next setting which will make sure the transfer is as seamless as possible (see Appendix 7). Applications for special consideration for examination arrangements are assessed and applied for by the school on behalf of a pupil, if appropriate.

15. Arrangements for making complaints concerning Learning Support

If a parent has a concern or a complaint, regarding a pupil who has SEN, a barrier to learning or receives learning support, initially they will go to the class teacher to try to resolve this. If the problem persists, then the Head of Learning Support and the class teacher will meet with the parent/s. Should a situation arise where the parent is still unhappy, then the Deputy Head/Headmistress may become involved until a resolution is found. If the problem persists, please refer to the Complaints Procedure.

Appendix 1

Definition of SEN

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition, which requires special educational provision to be made, they will be covered by the SEND definition.
(The Revised Code of Practice, 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language, of their home is different from the language in which they will be taught.
(*Education Act 1996*)

Categories of SEND have been set out as follows in the Code of Practice for SEN 2014:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act 1995 and the Equality Act 2010.

Some pupils may also have special educational needs or disabilities (SEND) may have an 'Education, Health and Care Plan (EHCP)' which brings together health and social care needs, as well as their special educational provision needs. The guidelines recommended in the SEND Code of Practice 0-25 September 2014 are followed when possible and practicable.

Statutory Assessment

Where a school makes a request for a statutory assessment to an LA, the child will have demonstrated significant cause for concern. When such a request is made, the school should be able to provide:

- Learning Support Register
- Pupil Progress Records for the pupil
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in English and Maths
- Specialist assessments and reports
- Views of the parent and child
- Educational Psychologists reports or reports from other relevant professionals.

Appendix 2

The Graduated Response to Learning Support at Bronte School

General Policy and Categories of Provision (“Waves”)

Introduction

As a family school promoting academic excellence, Bronte aims to stretch, challenge and engage at each ability level. The school also recognises the importance of the children’s well-being in providing the secure emotional base which is so vital a part of learning and growth. Many children at the school will be of above average or strong academic ability, aspiring to gaining entry to academically selective senior schools. Others will be of more average or lower academic ability. Admissions policy reflects this range, being non-selective, and allowing for the admission of any child whom the school’s resources are sufficient to support.

The school’s Learning Support guidelines and procedures, with its four “Waves of Provision”, is distinctly aimed at successful provision across the range of ability, encompassing those with unusually high ability, those who need some extra support, and the full range in between.

Wave 0, and Policy Outline for Teaching and Progress Across the school

Wave 0 is the default position, in which the considerable majority of children are taught, guided and educated, under the overview of the Class Teacher, working to the Director of Studies, and supported by the Teaching Assistant. The Head of Learning Support offers advice and support, as well as training when needed, for class and other teachers and for teaching assistants.

The combination of teaching style and method, the curriculum and a productive and reflective learning environment seek to ensure for all classes progress and engagement, at each level of ability. To support this aim, the school promotes high quality teaching, differentiated where applicable. There is additionally ability-based setting in Years 5 and 6. To support teaching and learning, there are a number of elements of communication and of tracking progress:

Pupil Progress Meetings (PPMs)

In termly PPMs, each child’s progress is reviewed with the Class Teacher and Director of Studies, with the Head of Learning Support present. PPMs also review wave allocation for each child.

Class Provision Map

Each class has a Class Provision Map, managed by the Headmistress, and is accessible to teachers and teaching assistants on the school central database. Class provision maps are reviewed and updated at PPMs.

Parental Communication and Liaison

As well as contact as required with the Class Teacher during the term, there is one parents' evening each term, which takes place after that term's assessment testing. The evenings report on progress and discuss future aims and directions. Where applicable, the evenings are an additional opportunity for the Class Teacher or Head of Learning Support to discuss with parents Wave allocation and learning support provision.

In addition, October Meetings with parents are an opportunity to assess the start-of-year settling process, to go through InCAS results (Years 2 - 6) and baseline testing (Reception Class), and to give any information about Wave allocation and learning support provision.

Wave 1

Under Wave 1, some more individual provision of a defined and time limited nature has been identified as beneficial for a particular child. Such provision could comprise small group or occasional one-to-one out-of-class or in-class sessions, normally relatively short duration, usually taught by the class or other Teaching Assistant. Under this Wave category, management is undertaken by the Class Teacher, with an overview undertaken by the Head of Learning Support (*guide: under current profile of pupils and support, it is anticipated that at any one time around 15-20 pupils would receive a Wave 1 allocation*).

Examples of Wave 1 provision are: BEAM, Clever Fingers, , TRUGS, Toe by Toe, Stride Ahead, Power of 2, specialist or targeted handwriting or reading exercises. Children with Unusually High Academic Ability could also be allocated to Wave 1, and could benefit from advanced teaching which explores topics in great depth.

Wave 2

Under Wave 2, there is usually a school-defined or formally diagnosed learning support need or condition. The support for such a need is likely to be longer term, and include regular, specialist teaching, usually by the Head of Learning Support. The teaching is usually one-to-one or in a very small group. Under this Wave category, the more day-to-day management is undertaken by the Class Teacher, with longer term strategy monitored by the Head of Learning Support (*guide: under current profile of pupils and support, it is anticipated that at any one time around 5 - 10 pupils would receive a Wave 2 allocation*).

Examples of Wave 2 allocations are: children with defined or diagnosed dyslexic tendencies, dyslexia or autistic spectrum conditions, in forms which have some, but limited, impact on education and learning.

Wave 3

Under Wave 3, there is usually a more significant condition or learning need, with, usually, the involvement of an external agency or specialist support. Children allocated to Wave 3 may be taught regularly on a one-to-one basis by the Head of Learning Support. They will often require in-class one-to-one assistance, funding for such assistance being provided by parents. Under this Wave category, the more day-to-day management is undertaken by the Class Teacher, with longer term strategy monitored by the Head of Learning Support, who will also usually undertake liaison with external agencies (*guide: under current profile of pupils and support, it is anticipated that at any one time around 2 - 3 pupils would receive a Wave 3 allocation*).

Examples of Wave 3 allocations are: children with diagnosed dyslexia or autistic spectrum conditions, which have greater impact on education and learning.

Appendix 3

Whole School Provision Map (<i>Updated Sept 2016</i>)			
Inclusive strategies that may be used according to the needs of the pupils			
Cognition and Learning	Cognition and Learning	Social, Emotional and Mental	Sensory and Physical
Guided reading/ use of Book Detectives Synthetic phonics Small group focused literacy support Small group literacy extension activities/ mastery Small group focused numeracy support Small group numeracy extension activities/ mastery Planning with differentiated input, output and (see differentiation sheets) Mindmapping for planning and/or recording Whole class visual timetables Worksheets/ shared notes (printed off the whiteboard) given to children who have difficulties reading/ copying from the board. Opportunities for multi-sensory input/ output	Opportunities to record that do not always involve writing. No expectation that children will spend longer than 2 minutes writing the date and LI Provision of writing frames Provision of cloze procedures to record science investigations Class TA Provision of practical equipment Provision of a checklist of S/C Provision of key words Use of computer for recording Provision of peer partners Provision of 'brain breaks' Coloured background on interactive white boards where possible. Writedance Cursive script Beam (YrR) SoundsWrite (Yr R and Yr 1) Visual aids	SEAL Circle Time Sensitive seating Time out tables, space or time provided Visual aids Whole school/ class reward system Descriptive praise Class TA	Cloths etc. available for children to fiddle with A4 files provided as writing slopes Children with visual or hearing difficulties positioned sensitively Visual aids Coloured background on interactive white boards where possible Coloured overlays/ reading rulers Class TA
			Communication and interaction Time out tables, space or time provided Visual aids Structures class and school routines Use of symbols Use of ICT Class TA

Appendix 4

Interventions Available at Bronte School

Information, for class teachers and TAs, on interventions discussed at Pupil Progress Meetings and added to the school and class provision maps. Not all interventions will be running all of the time. This information may help class teachers at October Meetings when discussing with parents the support offered to individual children.

Toe By Toe	Children work one to one with a teaching assistant. They learn to read by breaking down nonsense words (followed by real words) into phonemes (the sounds letters/groups of letters can make). They will also divide these into syllables before moving on to reading sentences. The structured approach of small steps and repetition helps to build speed with reading. It has been shown that if the reader can use less effort on the actual reading of text they can concentrate more on the understanding.
Stride ahead	Is a follow up programme to Toe by Toe. However, it is designed to be used with any child with a reading age of 8 ½ years and above. The programme works on the same principles as Toe by Toe but with more emphasis on speed of reading with the aim of allowing the child to have more cognitive space for the comprehension of what he/she is reading.
SoundsWrite	This is a synthetic phonics programme that is being used with whole classes. This may also be used in booster groups for children that need to consolidate their learning.
GAP	This programme addresses difficulties some children may have with auditory memory, verbal reasoning and visual sequencing.
SNIP	This programme is aimed at increasing reading and spelling skills using the 100 high frequency words taught in primary schools.
Write from the start	<p>This is a handwriting/ fine motor skills programme that guides children through the various stages of perceptual and fine-motor development. Children work through carefully graded exercises and activities that cover:</p> <ul style="list-style-type: none">● Hand – eye co-ordination● Form constancy

	<ul style="list-style-type: none"> • Spatial organisation • Figure-ground discrimination • Orientation and laterality
BEAM (balance, education and movement)	Physiotherapists and Occupational Therapists have developed this programme. They work on three specific areas - balance, ball skills and body awareness.
Clever fingers	Clever Fingers was developed by a Paediatric Occupational Therapist to support pupils who may have difficulties with their core stability, gross motor coordination and sequencing skills. Children are given a fun-packed selection of activities designed to help them develop their fine motor skills.
Lego Club	<p>Collaborative play therapy in which primary aged children work together to build LEGO models. Children work in teams of three with an adult.</p> <p>Children adopt different roles in order to complete the task</p> <p>Key skills: Turn taking, sharing, joint attention, shared goals, social communication, mutual purpose, eye contact, problem solving, conflict resolution and language development.</p>
(TRUGS) (Teaching Reading Using Games)	A set of reading games designed to give children practice, reinforcement and consolidation of phonic knowledge no matter what their level of reading.
(SALLEY) Structured Activities for Language and Literacy in the Early Years	A structured programme of activities for younger children focusing on the key skills of listening, maintaining attention, developing memory and phonological awareness.
Numicon	Numicon is a multi-sensory resource and approach designed to raise achievement across all mathematics ability levels.
Mathletics	Mathletics is a web-based learning program that integrates home and school learning via the internet.

WASP and HORNET	These are programs to teach literacy skills. They are based on phonics and rules, central to which is the development of the ability to process sounds. There is an oral and written element to the work.
Theraputty	Theraputty is a strong, non-toxic, latex free putty-like material that can be used to build up hand strength when finger, hand and/or wrist muscles are weak.
Power of 2 and Plus 1	1:1 maths intervention (10-15 min sessions) programmes to provide reinforcement and practice of key concepts.
Perform with Times Tables	1:1 maths intervention (10-15 min sessions) programme to provide reinforcement and practice of tables.
Reading Comprehension	1:1 or small group support focussing on inference and deduction.
Writing support	1:1 or small group support redrafting a piece of the pupil's own work using a set of age appropriate writing targets provided by the class teacher.
Drawing and Talking	<p>Drawing and Talking can be used with pupils of all ages to help with underlying emotional difficulties that may be affecting their learning and behaviour. The theory is that drawing, a right-brained activity, and talking about the picture, a left-brained activity, enables both sides of the brain to work together on the child's difficulties. Painful memories, charged with high levels of emotion, are stored in visual form in the right brain and are expressed in symbolic form in the child's drawings. Once on paper, they then become accessible to the logical left brain. Talking about the drawing allows an internal process to take place which enables the child to know that an experience is in the past and to file it away safely or even forget it.</p> <p>The adult leading the sessions are taught to stay in the world of the child's drawing, not to ask intrusive questions and, most importantly, never to feed back their own thoughts to the child. Children rarely, if ever, become distressed during a Drawing and Talking session and it is unlikely that they will make any sort of disclosure. If they do or, if the adult working with the child is particularly concerned, then the usual child protection rules apply.</p>

Listening Ear	<p>A box is located in the corridor near the steps down to the playground. Children can write worries for this box if they feel unable to talk to someone at home or school. The LE team will give the child some time to discuss their concerns and make decisions about what to do next. The LE team will liaise with staff or parents if appropriate. If needed the child will be given a regular slot to work on a variety of support materials in the Orangery.</p>
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Appendix 5

Pupil Information Form

Child's name: _____ Year Group: _____ Date: _____

Teacher concerns:

There are concerns about: (please highlight)	
<ul style="list-style-type: none"> Literacy difficulties-reluctance to read, poor sight vocabulary Numeracy difficulties Poor self-esteem Poor motor co-ordination/ clumsiness-untidy handwriting Poor organisation Discrepancy between oral and written work Difficulty following instructions Attention and concentration skills Tiredness Behavioural difficulties arising from low self esteem, frustration 	<ul style="list-style-type: none"> Receptive language-not understanding what is said Expressive language-showing word finding difficulties Speech production difficulties-unclear speech Literacy skills Frustration and anxiety due to communication problems-inappropriate behaviour Attention and concentration skills are weak Difficulty following instructions-asks teachers to regularly repeat and clarify
<ul style="list-style-type: none"> low general attainment-over time and in comparison with peers difficulty with abstract concepts and retaining learning speech and language difficulties social and behavioural difficulties-age inappropriateness attention and concentration span is shorter than expected 	<ul style="list-style-type: none"> inappropriate behaviour-disrupts own and others' learning difficulties in forming relationships with peers and adults emotional difficulties – negative self-talk. lack of awareness of others' needs and feelings anger management on task behaviour-weak concentration and attention, needs regular prompting difficulties following instructions impulsive behaviour hyperactive behaviour
<ul style="list-style-type: none"> inappropriate responses to social situations/verbal cues inappropriate interactions-lack of awareness of thoughts and feelings of others 	<ul style="list-style-type: none"> changes in performance-deterioration in performance changes in speech-failure to respond to verbal cues requests for repetition of instructions

<ul style="list-style-type: none"> • weak imaginations • literal understanding of language • obsessive or repetitive behaviour-over reliant on routines • very strong self will-not amenable to intervention by adults 	<ul style="list-style-type: none"> • asking to sit at the front of the class • straining to see board • signs of stress/frustrations
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Appendix 6 of Learning Support Policy

Transition Guidelines/Procedures

Introduction

Transition is a term that can be applied to any event that results in significant change. It is a process that marks progress through life. In relation to this policy transition centres on strategies to support pupils to make successful transfer from pre-school settings to school; from year group to year group and from one Key Stage to another.

For the purposes of this policy the definition of a successful transition will enable children to:

- *develop new friendships*
- *settle well into school life*
- *show an interest in school*
- *be familiar with routines and organisation*
- *experience continued curriculum progress*

An excellent transition process is vital to ensure effective continuity and progression for children at all ages. At Bronte School we use the following processes for transition into, within and ultimately when leaving the school – although they may be adapted or added to, depending on the children's needs.

Pre-School to Kindergarten and Reception:

Rationale

At Bronte School we endeavour to ensure a smooth transition for children entering in Kindergarten or Reception from pre-schools. Children and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school.

We recognise that children are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

Aims

- To provide a smooth transfer from pre-school to Kindergarten/Reception for both children and their parents.
- To ensure the children's emotional well-being is a priority.
- To ensure good communication between staff, parents and children.
- To raise parents' awareness of school routines.
- To provide a smooth and positive transition between Year R and Key Stage One.

How will this be achieved?

1. Pre-school visits

We enjoy established links with our primary feeding pre-school setting, Bronte Nursery. Children from this setting whose parents select Bronte as their child's primary school may therefore have already had experience of visiting the school building and meeting some of the staff at Bronte. Once school choices are finalised and where possible and, if deemed appropriate, the Kindergarten and Reception teachers and teaching assistants will visit all appropriate pre-schools to meet the children in their present settings where they are most comfortable. The staff will introduce themselves to the children, spend some time playing with them and talking to the pre-school staff to find out as much about each child before they enter school.

Where visiting the setting is not possible, teachers will endeavour to speak to the pre-school practitioners to find out information about the children who will be joining Bronte School.

2. Admission

Bronte school operates one September intake in Reception to Year 6, with Kindergarten children also possibly starting at the beginning of the Spring and Summer term (depending on vacancies). Our high staff ratio offers the ability to provide appropriate support for our youngest children.

3. Induction

We offer a gradual induction programme, where Reception children are invited to three afternoon story and play sessions in the Summer term before they join, and Kindergarten children attending 'Stay and Play' sessions with parents/carers immediately before they start. We support the children during these sessions as they begin to familiarise themselves with school staff, the environment and other pupils. Parents and/or carers are encouraged to stay for these sessions to enable good home school relationships to begin to be developed.

The school invites Reception parents to their own welcome session during the last story afternoon, where we explain what they and the pupils can expect when they first start school. Basic routines and expectations are discussed, as well as specific information about the Foundation Stage. Kindergarten parents are given a more individual overview during their 'Stay and Play' sessions.

Home school links are further established through offering home visits, preferably prior to starting. Reception or Kindergarten teachers / teaching assistants visit the children and parents in their homes, where specific needs of each child are discussed. Home visits offer the opportunity for relationships to be built.

Once the school year has begun, pupils will be gradually introduced to the routines of the school. In the initial part of the year, parents will accompany the children into the classroom at the start of the day, ensuring that both parents and children feel secure and confident. Parents collect children from the classroom at the end of the day, and therefore have regular daily contact with the teachers.

The children will have separate play times to the rest of the school, supervised by Kindergarten and Reception teachers and teaching assistants. Assemblies will be carried out in classrooms. During the

course of the year, children are gradually introduced to routines such as key stage or whole school assemblies and playtimes when appropriate.

Children in Kindergarten have their midday meal in a smaller lunching area away from the main school hall. Here children can be supervised more suitably in a way similar to their experiences at pre-school.

At the beginning of the academic year Kindergarten and Reception parents will be invited to attend a curriculum workshop or open morning. This enables parents to have a greater understanding of what their children are learning and the educational reasons for this. Further workshops and invitations to visit school are offered throughout the year.

Transition from Year R to Key Stage One

Rationale

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from Year R to Key Stage One is a smooth and happy one for the pupils – although they may be adapted or added to, depending on the children's needs.

Aims

- To provide a smooth and positive transition between Year R and Key Stage One.

How will this be achieved?

The following strategies are implemented:

- Story times with Year 1 teachers during the final term of Year R
- Year R and 1 child initiated sessions, where pupils can go into any of the four classrooms and sample activities, and build relationships with older pupils and Year 1 teachers.
- Year R and 1 picnic and games afternoon during the final term of Year R
- Spending an afternoon with the new class teacher in the final term of Year R
- Circle time discussions with the Year R teacher about any concerns
- Meeting for parents to meet Year R and 1 teachers, to find out about what will be similar and what changes will take place
- Year R teachers work on developing the pupils' independence, by introducing Year 1 routines in the final term of Year R
- Gradual introduction to whole school play area, as Year 1 are allowed to play in the garden (weather permitting) all year - thereby playing away from the rest of the school if they wish.

Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child initiated learning mirrors early years practice during the first term in Year 1. This is particularly important for the youngest pupils who may have only been in the school for 4 terms. The Foundation Stage Profile continues to be used in Year 1 where appropriate.

Key Stage 1 to Key Stage 2

Rationale

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage Two is also an important transition. We have put into place a number of strategies to ensure that the move from Year 2 to Year 3 is purposeful and positive for all pupils, although these may be adapted or added to, depending on the children's needs.

Aims

- To provide a smooth and positive transition between Key Stage One and Key Stage Two.

How will this be achieved?

The following strategies are implemented:

- All children visit new classes with their new teacher at least once in the final term (eg for a "Move-Up Afternoon").
- Year 3 teachers endeavour to visit children in their Year 2 class frequently.
- Key Stage 1 children will be familiar with many of the Key Stage 2 teachers as they have one session a week with the MFL teacher, one session with the Y4 teacher for computing and one session with the Year 6 teacher who is head of literacy. This familiarity ensures that the move into Key Stage 2 is less daunting.

Key Stage 2 to Key Stage 3

Rationale

We recognise that all pupils are individual, and reach different stages of development at different times. Movement into secondary education is an important transition, which can be particularly stressful for children and their parents. We have put into place a number of strategies to ensure that the move from Key Stage 2 to Key Stage 3 is successful for all pupils, although these may be adapted or added to, depending on the children's needs.

Aims

- To provide a smooth and positive transition between Key Stage Two and Key Stage Three.

How will this be achieved?

The following strategies are implemented:

- Staff from most of the local secondary schools visit Year 6 pupils in the Summer Term and have the opportunity to speak to the Year 6 pupils and their teachers.
- Children have the opportunity to attend an induction/taster day at their new school in Term 6.
- A residential trip to France is arranged in the Summer Term when children across the school are mixed to extend their friendship groups and discourage a reliance on a small group of friends.
- Children are given the opportunity to do cycling proficiency so that they have the opportunity to cycle to secondary school.

- An 'evening buffet' is arranged that all Year 6 parents attend (catered for by the children) so that the parents have an opportunity to socialise before the children move on to separate schools.
- Sporting fixtures at other local independent senior schools.
- Visits by past pupils are encouraged as they can discuss their experiences of secondary school.
- Year 6 take part in Safety-in-Action which teaches them about dangers that they may experience and how to keep themselves safe, especially at a time when they will be becoming more independent.
- PSHE lessons, including visits from outside agencies such as the police and community nurse, discuss various topics from emotional feelings through to dangers of drugs.
- Some transition units are covered (eg. Sikhism in RE).
- A Year 6 West End theatre trip and early evening meal is arranged for pupils to give them a chance to socialise with each other in an adult environment, giving them a sense of responsibility.

Y1 to Y6 (transition within each Key Stage):

- All children visit new classes with their new teacher in Term 6 at least once.
- Annual tracking of children's progress through teacher assessment, InCAS, SATs and Pupil Progress Cards.
- Cross year moderations Y1/2; Y3/4; Y5/6 to ensure progress is accurately tracked
- In Term 6 teachers meet to discuss individual children's progress as they move from class to class.
- Current teacher collates and passes on assessment information including: groupings for literacy/numeracy/phonics/spelling; all end of year assessments; Houses; parents who help, etc.
- The Head of Learning Support ensures individual Pen Pictures are up to date as these contain information about development, interventions, discussions with parents as well as medical needs.
- SEAL unit 'Changes' is covered in Term 6

Children in need of extra support with transition / Children new to Bronte School

At certain times vulnerable children (or children new to Bronte School) may need extra/additional support with a transition. Support offered is tailored to the individual, but may include one or many of the following:

- Children new to Bronte spend a 'taster' day to begin to develop friendships and get to know a few routines before starting full-time at Bronte. Information about class activities/timetables may be sent home with the child on this day.
- After a 'taster day' the class teacher and Headmistress usually meet with the parents and children at the end of the school day to discuss the day and how it has been. Particular successes are highlighted and any worries discussed.
- Activities, games and discussion may be used to encourage confidence and strategies to cope with the transition.
- In some cases an additional visit could be arranged to the secondary school accompanied by a member of Bronte staff.

- The class teacher may show the child around their new classroom and the parts of the school they will be using at a time when these areas are quiet and empty. This may be appropriate for a child new to Bronte School, or in some cases for transition within the school.
- In some cases a personalised transition booklet may be made and used with the child. This will be sent home for use during the summer holidays.
- Consideration of arrangements of furniture may be necessary.
- Possible provision of specialised equipment may be considered.
- Talk through changes to routine
- Arrange to have a named key worker
- Social story to take home over the holidays
- Make a book with photos
- Include new teacher in last Pupil Progress Meeting of the term
- Previous teacher to write dos and don'ts

Where Bronte children need particular support with transition to secondary school, we may contact their new school to discuss the support available, alongside suggesting possible strategies that may be relevant to the vulnerable child. Strategies may include:

- The new school could bring a digital camera/powerpoint to show with pictures of:
 - Things the child is interested in.
 - The entrance they use when they arrive.
 - Possibly the part of the school where their classroom will be (if all year 7 classes are in same area.)
 - Playground area.
 - Dinner hall/canteen.
 - Key people if possible (would need to arrange this in advance). This could then be made into a booklet for the child to show the present class teacher or parents.
- Explain exactly what happens on the first morning: where does the child go, where do they put their things, how do they know when to leave the playground?
- Explain exactly what happens at the end of the day.
- Bronte staff will check to see if the school has a children's prospectus and whether we can have one.

Conclusion

As stated at the beginning of this Appendix, transition refers to any event resulting in significant change and the strategies outlined above are not exhaustive nor are they mandatory, as the needs of differing year groups will necessitate teachers' tailoring transition arrangements to suit the class. They are, however, representative of the support we offer our pupils.