ENHANCED LEARNING

Policy applies from EYFS to Sixth Form and to all Staff	
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Author:	Head of the Enhanced Learning Department
Owner:	Deputy Head: Academic

Version	Date	Section	Material change	Approval
11.25 v1	30.11.2025	9.4 12 13	Section updated. Section updated to include the ELD Maths teacher as a qualified specialist assessor. New section added re. the Zones of Regulation framework.	Ms Louise Brackenbury
05.26 v1	12.05.2026	18	Updated to reflect our current communication practices.	Ms Louise Brackenbury
11.26 v1	18.11.2026	All	Policy updated to align with current practice.	Ms Louise Brackenbury

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related documents
Accessibility Plan
Admissions
English as an Additional Language (EAL)
Enhanced Learning Department Handbook
Enhanced Learning – Parent Guide
Exams Access Arrangements
Privacy notices

1. Terminology

Term	Definition
Autism/ASD/ASC	Autism/Autistic Spectrum Disorder/ Autistic Spectrum Condition.
Code of Practice	Special Educational Needs and Disability Code of Practice: 0 to 25.
EAL	English as an Additional Language.
ELD	Clifton High School's Enhanced Learning Department.
Education Health and Care Plan (EHCP)	A legal document issued by a local authority setting out a child or young person's special educational needs and the provision required to meet those needs.
ETISS	Essential Teacher Information Summary Sheet.
IEPs	Individual Educational Plans.
Learning difficulty or disability	A child of compulsory school age or a young person has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age; or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (*Code of Practice*).
MSPs	Mathematics Support Plans.
Special Educational Needs and Disabilities (SEND)	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 him or her. The term SEND applies to all such children, regardless of whether or not they have an **EHCP** (*Code of Practice).*
Special educational provision	Educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers (*Code of Practice*).
Specific Learning Difficulty	A pupil who has a difference or difficulty with one or more specific parts of learning.

2. Introduction – Additional Needs and Special Educational Needs

Clifton High School is an inclusive school that aims to realise each and every pupil's individual brilliance. We recognise that this sometimes requires additional support for pupils with SEND.

Pupils at Clifton High School with Additional Needs are likely to fall within the following broad areas:

- pupils who have barriers to learning because of a diagnosed or suspected SEND need in one or more of the following categories: Cognition and Learning; Communication and Interaction; Social and Emotional Health; Physical or Sensory needs (*Code of Practice)*;
- pupils with an EHCP; and
- some pupils with EAL, as they may need particular support in certain areas of the curriculum, and this may necessitate extra classroom support and/or additional lessons with a specialist EAL teacher.

All pupils are individuals with their own strengths, aspirations and educational needs. The majority of pupils' needs will be met through high-quality teaching and an inclusive learning environment. A pupil may be identified as having SEND where they require provision that is additional to or different from that ordinarily available to pupils of the same age, in order to access learning, participate fully in school life and achieve their potential.

The School recognises that some pupils with SEND may also experience social, emotional or mental health difficulties. The School will work collaboratively with pupils, parents and, where appropriate, relevant professionals to ensure that support is coordinated and proportionate to the pupil's needs.

This policy outlines our approach to identifying and providing effective support for pupils with SEND, to ensure that their needs are met. It should be read in conjunction with other relevant Clifton High School Policies and documents, including the Accessibility Plan.

3. Objectives of enhanced learning provision

The core objectives of the ELD are to help all pupils and students with Additional Needs to effectively access a broad and balanced curriculum; to fulfil their potential and experience success, thus enhancing their self-esteem.

4. Aims and evaluation of Enhanced Learning Provision

4.1 Aims

The ELD has the following aims:

- To use the Code of Practice as a framework to promote a consistent approach to meeting pupil's SEND or EAL needs.

- To place the pupil at the heart of the process, allowing them to be heard and to take part in decisions about their education.
- To work in partnership with parents, as they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.
- To act in accordance with the Equality Act 2010 and Reasonable Adjustments Duty 2012.
- To provide IEPs for those pupils with SEND who have an EHCP.
- To provide IEPs and MSPs for those pupils requiring additional or different support to the provision made generally for other children or young people of the same age.
- To provide SEND support by applying a four-part cycle of *assess, plan, do, review,* known as the "graduated approach" (Code of Practice, paragraph 6.44).

4.2 Evaluation of the success of ELD/success criteria

The success of the ELD is evaluated through:

- monitoring SEND pupil's progress against their IEPs/MSPs using the four-part cycle: *assess, plan, do, review*;
- monitoring pupils with an EHCP through the regular writing and reviewing of their IEPs and the annual review process;
- monitoring of assessment and examination results data for SEND and EAL pupils;
- regular contact with parents to review IEPs . This will be a minimum of three times a year, using email, phone calls, face to face meetings, reports and parents' evenings;
- ELD teachers meeting with parents at parents' evenings;
- regular departmental meetings with the Head of the ELD and ELD teachers;
- regular meetings with the Deputy Head, Academic;
- regular communication with class teachers, tutors, subject teachers, heads of years and heads of departments;
- regular communication with School Nurses, Wellbeing and Mental Health Lead and the School Counsellor; and
- pupil and family voice

5. Working Practice

5.1 Senior Leadership Team

The Head of School and Deputy Head, Academic have overall responsibility for promoting good and efficient use of the ELD to support pupils' attainment, progress, and self-esteem.

5.2 School staff

The Head of the ELD leads the ELD Department and line manages the SEMH Lead and the EAL Co-ordinator Each teacher in the ELD takes responsibility for timetabling the pupils they support. This includes liaising with parents to check they are in agreement with the time and length of the lesson.

All members of staff are made aware of which pupils have SEND and are responsible for meeting those needs with advice and support from the ELD. They also know to speak to the ELD if they have any concerns about a pupil.

Some pupils with Targeted Plus support require an IEP or MSP. Assessments and resources are managed effectively to support the pupils' identified needs.

5.3 Parents

Parents of children in the Hive Pre-School and the Infant and Junior School should contact their child's class teacher if they have concerns about their child's progress. Parents of pupils in the Senior School and Sixth Form should contact their child's tutor if they have concerns about their child's progress. If a child already receives support with an ELD Specialist Teacher or Tutor and a parent has a concern about any aspect of the support being received, the parent should contact the ELD Specialist Teacher or Tutor who teaches their child. If an ELD support issue cannot be quickly resolved by contact with an ELD Specialist Teacher, parents should contact the Head of the ELD directly.

6. Head of ELD

6.1 Screening, identifying and supporting pupils with SEND

The Head of the ELD is responsible for identifying pupils with SEND, with the support of teaching and support staff.

The Head of the ELD is in overall charge of the ELD and responsible for screening and supporting pupils with SEND across the school. The Head of the ELD and the SEMH Lead triage referrals and reports of concerns and work with staff, families and pupils to ensure that the correct level of support is implemented. This may involve the use of tests or screeners in school. The Head of ELD and SEMH Lead will communicate with families regarding emerging needs, school support and potential diagnostic assessments.

The Head of the ELD will also undertake some teaching within the Junior School and Senior School when timetabling allows.

6.2 Transition from Year 6 to Year 7

The Head of the ELD will liaise closely with ELD Specialist Teachers and Tutors and Year 6 Class Teachers to identify pupils with SEND in Year 6 who are joining the Senior School in Year 7. The Head of the ELD will also liaise with the Admissions Department to identify those pupils with an Educational Psychologist or Specialist Teacher Assessment Report who are joining the Senior School from other schools, and those pupils who have received additional support from

their existing schools. Some pupils may be offered an enhanced transition programme with extra visits to the Senior School.

The Head of the ELD is responsible for reading the assessment reports for pupils joining the Senior School and to make the contents of the reports known in advance to all members of staff who will be teaching those pupils. The Head of the ELD will summarise the assessment reports into an ETISS, which is available to staff on SharePoint, Talaxy and SIMS. All teachers are responsible for reading the ETISS for those pupils whom they teach and support.

The Head of the ELD screens all Year 7 pupils in the first half of the autumn term using The Access Reading Test Third Edition, the Access Mathematics Test 1 Form A and the NFER Nelson 2000 Spelling Test. These tests give standardised scores for basic attainment in reading, mathematics and spelling ability and are used as screening tools. Pupils with low scores will in the first instance be monitored. If appropriate, and after discussion with teachers, ELD support may be offered in the form of a graduated response.

6.3 Specific concerns

If a concern is raised by a member of staff or parent that a pupil may have Specific Learning Difficulties or dyslexia the ELD can, with permission from the parents, screen the pupil using computer software called the Lucid Rapid or the Lucid Exact. If either of these screening tools highlights dyslexic characteristics, the ELD will put school support into place and may recommend further assessment by an Educational Psychologist. This screening is part of the overall process of ensuring all pupils with a Specific Learning Difficulty are identified, so that their additional needs may be met as early as possible.

The ELD will use the "graduated approach" as set out in the Code of Practice and use the model of *assess, plan, do and review.* The graduated approach will have pupils at Universal, Targeted, Targeted Plus and Specialist support levels and these will be reflected on the ETISS list.

7. Pupils with EHCPs

7.1 Named school and funding arrangements

Clifton High School will agree to be a named school in a child's EHCP if the child has been successful in the School's admissions process, and the School believes it can meet the child's needs, and the school site can accommodate the child.

If a Local Authority (**LA**) has agreed that a pupil with an EHCP can be placed at Clifton High School and the School has agreed to be the named school in the EHCP, the LA will have legal responsibility and may also have financial responsibility for ensuring that the provision specified in the child's EHCP is made. This may include paying the fees and/or additional costs charged by Clifton High School.

The LA may however decide that the needs of the child can be met more economically in the state sector and therefore decline to make Clifton High School the named school. If this is the case the parents can still make their own arrangements to pay the fees, provided that the LA is satisfied that the arrangements in place for that child in relation to their SEND are such that their SENDs are being met. LAs can, at their discretion, assist parents financially to make SEND provision.

Once the pupil starts at the School, the School will follow the objectives and support strategies (including the National Curriculum) set out in the pupil's EHCP and will review that EHCP annually.

7.2 Head of Enhanced Learning Department's role

The Head of the ELD is responsible for:

- ensuring that there is full liaison and cooperation with the LA;
- ensuring that the EHCP is reviewed annually and that the provision specified in the EHCP is made (including the full National Curriculum, if that is specified);
- inviting all the professionals involved in the pupil's care to the annual review and making sure that all the relevant paperwork, including recent assessment reports are sent to all the parties involved including the parents, at least two weeks before the annual review meeting;
- ensuring that the decisions made at the annual review meeting are written up and circulated within two weeks to all the parties involved, including the LA, so that any changes to the provision in the EHCP can be acted upon; and
- preparing a new Individual Educational Plan after the annual review, to be used as a working document to ensure that the strategies to meet the pupil's SEND are being practically implemented.

8. Admissions

8.1 General admission arrangements for children with SEND

Clifton High School welcomes pupils with SEND and will comply with its legal duties under Part 3 of the Children and Families Act 2014 and associated regulations and the Equality Act 2010 in order to accommodate the needs of applicants who have SEND, including making reasonable adjustments for the pupil.

Further information on the School's admissions arrangements for pupils with SEND are set out in our Admissions Policy, a copy of which can be found on the School website.

8.2 ELD support following admission

The School welcomes applications for pupils with SEND, provided that their parents have a good understanding of the curriculum demands and that additional support may be required. If a child is successful in the admission process, they may be offered a place on the understanding that they will need to receive additional support from the ELD Department,

If additional ELD support is required, the Head of ELD will introduce a graduated response of support, which may include some specialist lessons with the ELD Maths and English teachers. The level of support offered by the ELD will reflect the need of each individual pupil. This may be determined after assessment by the Head of the ELD and through consultation with the parents. At times, pupils may have a reduced curriculum which allows specialist lessons to take place within timetabled hours. If not, ELD lessons may take place before or after School or at lunch time.

Targeted plus individual and small group lessons with an ELD Specialist Teacher are a chargeable extra. Targeted support, such as in class support in the Junior or Senior School from the ELD Learning Support Assistants (LSAs), group interventions from LSAs such as Social Skills or reading, are free of charge.

9. Identification, assessment and support

9.1 Identification

Pupils who have already been identified as having additional needs before joining the School are identified by the ELD from information submitted by their parents and their previous schools, through Educational Psychologist's assessments or reports from specialist teachers. The Head of ELD will use this information to create an ETISS and consider the level of support required.

Pupils who have not been diagnosed with a Specific Learning Difficulty, but whose progress causes concern will be referred to the ELD as early as possible. This may include pupils with EAL. Referrals can come from a variety of sources including staff at the School, the parents, and the pupil themselves. Referrals are made by staff using the ELD referral form. Referrals are triaged fortnightly by the Head of ELD and the SEMH Lead with actions communicated to staff-referrers via email.

9.2 Assessment

The ELD will take the following steps, as necessary:

- gather information through a 'Round Robin' to all relevant members of staff;
- discuss pupils that staff have concerns about with Form Tutors (for Senor School pupils);
- liaise with parents; and
- screen pupils for indications of Specific Learning Difficulties.

If after an initial assessment and screening there are positive indicators that a pupil has a Specific Learning Difficulty the Head of the ELD may suggest that an assessment be carried out by an Educational Psychologist or other professional such as Speech Therapist, Occupational Therapist (this would be booked by and paid for privately by the parents). Regardless of whether a pupil has a diagnosis, support will still be offered to the pupil in the form of an ETISS and possible Targeted/Targeted Plus interventions.

9.3 Support

If the pupil and the Head of the ELD agree that appropriate additional support is necessary, a member of the ELD Team will create an ETISS after discussion with the relevant class or subject teacher, the pupil and the parents. Support will be given, as appropriate to the needs of each individual.

9.4 Staff awareness

All teachers have access to a live document, provided by the Head of ELD, listing all pupils that receive support with links to their ETISS. Staff receive frequent prompts to refer to this list at key points throughout the year e.g. at the start of the academic year, before internal assessments, before meetings with parents, ahead of data drops, when new pupils are added and when ETISS' are reviewed and updated ETISS are available to staff as a link on the ETISS list and on SIMs.

The Head of the ELD will meet with the Deputy Head: Academic to discuss specific pupils receiving ELD Support. All teachers have access to pupils' IEPs which are stored on SIMS and Talaxy

9.5 Recommendation for referral

The Head of the ELD or relevant ELD Specialist Teacher will discuss the referral options available to parents. If the parents decide to seek a referral, the School will use its best endeavours to implement any recommendations made by the external support service. Where the Head of the ELD believes that obtaining a referral will be in the best interests of a pupil, they will actively promote the parents engaging with an outside agency.

The Head of the ELD can provide a list of Educational and Clinical Psychologists who have experience of working with the School, but no recommendations will be made to ensure that the School can be independent in the process. However, if the assessment is specifically for examination access arrangements it is important that parents understand that the Head of ELD must liaise with the independent assessor in compliance with the Joint Council for Qualifications Regulations.

10. Graduated approach: Universal, Targeted, Targeted Plus and Specialist support

The School adopts a graduated approach to SEND support in accordance with the SEND Code of Practice. Further details of the School's graduated approach are set out in the Appendix.

11. Contact with Parents

Parents of those pupils who have ELD support lessons in the School will receive a copy of each IEP for their child together with an email explaining that the targets set out in the IEP will be the focus of in class support and the weekly ELD support lessons. Pupils and parents will be given the opportunity to discuss the IEP with the Head of the ELD and the ELD Specialist Teacher.

Parents of pupils in the Junior and Senior Schools will also receive a report written by the relevant ELD Specialist Teacher or Tutor twice a year. The Head of the ELD and relevant ELD Specialist Teacher or Tutor are also available to discuss pupils' progress at Parents' Evenings.

12. Access Arrangements for Examinations

There are three members of the ELD Department who are specialist assessors for Exam Access Arrangements. These qualifications are recognised by the Joint Council for Qualifications and enable the Department to assess pupils for access arrangements for examinations.

It is the Head of the ELD's responsibility to comply with the Joint Council for Qualification's regulations when assessing and applying for Examination Access Arrangements. The Teacher Assessors will attend annual training in order to keep up to date with any changes to the JCQ regulations.

Parents of pupils with a Specific Learning Difficulty will be notified that their child will need an EAA assessment in Year 9, prior to starting their GCSE courses. Parents will be informed that the JCQ require specific evidence before approving additional time in examinations and that evidence has to be provided from teachers that the extra time is required. A charge is made for the test and subsequent paperwork and applications if a pupil qualifies for Extra Time.

For pupils who have an EHCP, or diagnosed medical condition such as ADHD or ASD, an assessment does not have to be undertaken but an application needs to be made.

The Head of the ELD must ensure that each pupil who is eligible for an Examination Access Arrangement has the opportunity to practise using their EAA in classroom tests, assessments and formal end of year examinations so that it is their normal way of working.

It is the Head of the ELD's responsibility to ensure that each pupil with an EAA that has to be applied for through the JCQ EAA Online is made aware that their personal data will be used for their application to the JCQ.

It is the Head of ELD's responsibility to complete the appropriate JCQ forms for EAA, collect the evidence required by the JCQ and to maintain each pupils' individual E Folder ready for the JCQ inspection during public examinations.

13 Training and Continual Professional Development

The Head of the ELD and ELD Specialist Teachers and Tutors will attend regular Continual Professional Development courses to update their SEND knowledge. The ELD will give advice and share best practice with other members of staff. It is the responsibility of the Head of the ELD to monitor the nature and variety of CPD being pursued.

The ELD has a fortnightly departmental meeting where teaching and learning strategies and the latest best practice can be disseminated and discussed.

14. Individual Educational Plans (IEPs)

Pupils who need support at Targeted Plus or Specialist level will have an IEP or MSP. IEPs/MSPs are used as a means of monitoring the graduated approach to SEND support, the support strategies being used and the progress within each successive four-part cycle of 'assess', 'plan', 'do' and 'review'. IEPs are shared and discussed with all relevant parties: the pupil, the parents, class teachers, subject teachers and ELD teachers and teaching assistants, and is sent electronically to parents before an IEP review meeting. The IEP shows the start date, the learning objectives, the support strategies, the success criteria, and the review date. The review will focus on the pupil's progress, the effectiveness of the additional support and future action.

The IEP will:

- be brief, jargon-free and easy to use;
- indicate the pupil's current levels of achievement;
- identify the specific areas of a pupil's learning difficulty;
- specify the learning programme;
- set specific relevant achievable targets and criteria for success;
- specify any other additional support or resources;
- indicate how parents may be involved;
- include contributions from the pupil;
- set clear monitoring arrangements with dates;
- be sent electronically to parents;
- set dates for the next review with pupil, parents and teachers; and
- tie in with established assessment routines and procedures.

15. The ELD and the General Data Protection Regulations (GDPR)

The School processes personal data relating to SEND provision in accordance with UK data protection legislation and the School's Privacy Notices. Information will only be shared on a need-to-know basis and retained in accordance with the School's data retention procedures.

16. Criteria for Evaluation of the Enhanced Learning provision

Clifton High School uses the following criteria to evaluate success:

- pupils' self-esteem and their positive participation in the full life of the School;
- pupils' progress through regular review of ETISS', IEPs and class and subject test results;
- parental satisfaction;
- internal school examination results and public examination results; and
- the destination of pupils at the end of Year 11 and the end of Sixth Form.

17. Further information

This document sets out our policies with regards to SEND pupils and outlines the ELD's procedures. If you require further information about a specific area of this policy or our procedures, please contact the Head of the ELD.

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Appendix

The School uses a graduated approach to SEND support, ensuring that provision is tailored to individual need and reviewed regularly. The levels of support available are set out below.

Universal Support – quality first teaching with reasonable adjustments
All pupils are entitled to receive quality first teaching from both class and subject teachers. Teachers will adapt tasks and teaching strategies to remove barriers to learning and meet the additional needs of those pupils in their class. For example, in the Infant and Junior School, the class teachers, as part of quality first teaching will, where appropriate, organise group interventions in maths and literacy.

When there are concerns that a pupil may be experiencing some difficulty despite reasonable classroom adaptations the pupil will be referred to the ELD using the ELD referral form. The pupil will be added to the Monitoring or ETISS list. If the Head of ELD deems it appropriate, an ETISS will be created to provide extra guidance for teachers including individual classroom support strategies.

Targeted Support Pupils may receive Targeted support if pupils are not making expected progress where there are other difficulties, and where further ELD support is recommended by the School as being appropriate and is agreed to by the parents.

At this stage pupils may be given a variety of support which falls under Targeted support. This would be one or all of the following:

- in the Junior School the ELD Learning Support Assistant will give support to pupils individually and/or in small groups working through tasks as set by the class teacher or specific tasks requested by the class teacher or specific ELD programmes such as the PM Reading scheme and/or the 'Toe by Toe' scheme, Rapid Maths and in some cases small group Numicon lessons;
- small booster group support may be provided by a Specialist Learning Support Assistant within the ELD, giving additional support with tasks as set by the class teacher or supporting with Dyslexia friendly computer software programmes e.g. Nessy, Word Shark, Mastering Memory, Acceleread Accelewrite, PM Reading scheme, SRA Reading Laboratory, Toe by Toe and Reading Eggs;
- SEMH interventions such as ELSA or Social skills support.

Specialist teacher individual lessons and small group lessons are charged as an extra.

Targeted Plus Support
Placement at Targeted Plus support may be appropriate for pupils with persistent difficulties who have not made sufficient progress at Universal and Targeted level, and who require

regular specialist intervention in the ELD. With some pupils, support with an outside agency may also be required at Targeted level. It is the responsibility of the Head of the ELD to ensure that recommendations made by an outside agency are followed and included in the pupil's ETISS or IEP if appropriate.

Specialist Support

In some circumstances, if concerns persist despite Universal, Targeted and Targeted Plus support, it may be appropriate to refer a pupil for specialist outside support with an outside agency e.g. CAMHS or initiate the process for statutory assessment for an EHCP.

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Version history

Version	Date	Section	Material change	Approval
10.22 v1	17.10.2022	N/a	No material changes.	Mrs Gabrielle Pilgrim
10.23 v1	31.10.2023	12	Examination Access Arrangements section updated.	Mrs Gabrielle Pilgrim
11.24 v1	5.11.2024	N/a	No material amendments,	Mrs Gabrielle Pilgrim
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