

## KELLETT SCHOOL

# ADDITIONAL SUPPORT POLICY

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## 1 INTRODUCTION

- 1.1 This policy replaces
  - a) Inclusion Policy 2018-2022
  - b) Guidance on SEN
  - c) Guidance on EAL
  - d) Guidance on Gifted & Talented
- 1.2 This policy should be read in conjunction with the Additional Support Procedures, the Admission policy and the Progression policy.

## 2 AIMS OF THIS POLICY

- 2.1 To seek, within the parameters set out in this policy and the Kellett School Admissions & Progression Policies, to offer additional educational provisions, removing reasonable barriers, to empower all students to achieve their personal goals and achieve success.
- 2.2 To work in partnership with parents and other professionals, promoting a 'Team around the Child', sharing all reports and assessments in order to provide high quality education.
- 2.3 To ensure early identification of a student's learning needs.
- 2.4 To ensure learning needs are being met within their class wherever possible; all teachers are teachers of students with individual needs.
- 2.5 To maintain procedures that are clear and effective in promoting high expectations.
- 2.6 To recognise that many factors contribute to students' diverse needs.

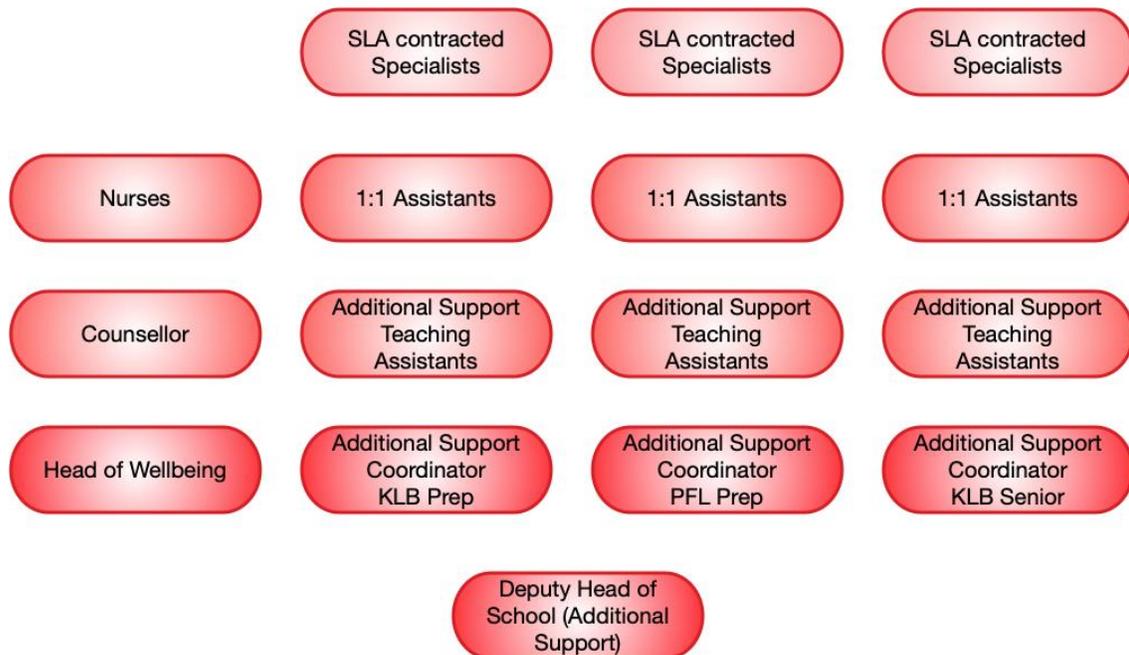
## 3 TERMINOLOGY FOR ADDITIONAL SUPPORT NEEDS (ASN)

- 3.1 **Additional Support Needs** instead of Inclusion & SEN. What a student needs is extra, in addition to. It's not special.
  - 3.1.1 The additional support can consist of just "more" of what is already happening in the classroom.

- 3.1.2 In that sense, it's not so much "special" or "specific" because meeting the need of one student in the class usually benefits others as well.
- 3.1.3 This means a number of titles will also be renamed:
  - a) Inclusion Team -> Additional Support Team
  - b) Inclusion Coordinator (INCO) -> Additional Support Coordinator (ASC)
  - c) Deputy Head of School (Inclusion) -> Deputy Head of School (Additional Support)
- 3.2 **Provision Points (PP)** instead of Units of Provision.
- 3.3 **Gender neutral Language:** Instead of using "he/him" or "she/her", this policy uses "they/them" to refer to the individual teacher, student, parent, etc.

## 4 SETUP OF THE ADDITIONAL SUPPORT TEAM & WELLBEING TEAM

### 4.1 Staffing Structure Overview



- 4.1.1 Whilst the Student Wellbeing Team and the Additional Support Team are two separate teams, the Deputy Head of School (DHoS) is the connecting factor. Close collaboration between the Head of Well-

being (HoW), the Additional Support Coordinators (ASCs) & the DHoS is their shared responsibility. For more details on how these two departments operate in close collaboration, these procedures are explained in the accompanying Additional Support Procedures document.

- 4.1.2 Each campus has an Additional Support Coordinator and Teaching Assistants. This department is led by the Deputy Head of School (Additional Support). There are contracted external specialists tied to the Team as well, e.g. an Occupational Therapist (OT) and a Speech and Language Therapist (SALT). Also, the team has 1:1 TA's (90% parent funded, 10% school funded) who support students with more severe needs that can't be catered for in a mainstream classroom setting.

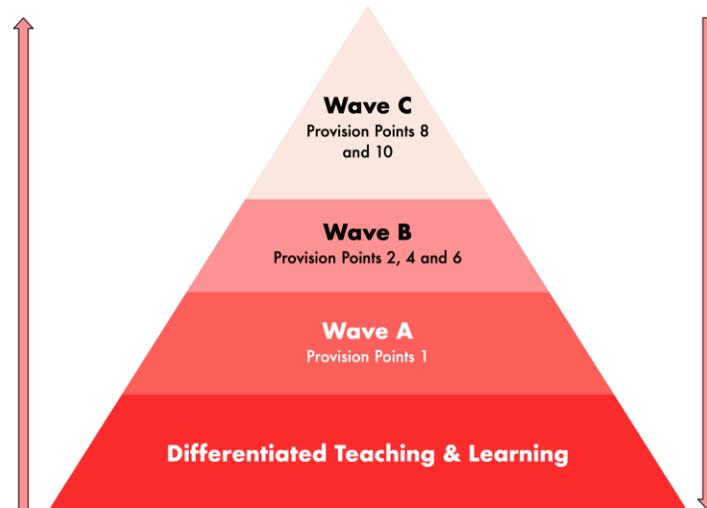
## 4.2 Main areas of responsibility

- 4.2.1 Within the overall ethos of the school, the Additional Support Team operates to support students who need additional support to achieve at Kellett. Due to the diverse range of identified needs, this focuses on strengthening the approach in the classroom. Therefore, the Additional Support Team works with staff, supporting teachers and students and helps drive school development in the following areas:

- a) Differentiation within the classroom
- b) Provisions for students with Additional Support Needs
- c) Further Challenge provision
- d) Wellbeing provision, including Positively Kellett
- e) Ensuring arrangements and provisions are in place for students with ASN (e.g. access arrangements for exams)
- f) Admissions to the school for students with ASN

### 4.3 A wave model

The Provision Points (PP) as they are used at Kellett School provide a wave model towards meeting the Additional Support Needs (ASN) of specific students within the academic setting. This wave model differentiates in four levels of teaching, learning and support:



### 4.4 Weighting of Provision Points

Education, and in particular the education of students with ASN, has a significant human factor. It's therefore impossible to describe a system that fits every single situation. This model should therefore be seen as a guideline upon which decisions and choices are based. The guiding principles which underpin the work of the Additional Support Team stem from this.

### 4.5 Evidence-informed

- 4.5.1 Provision Points are allocated informed by evidence. Wherever possible, standardised data will be used to inform those decisions.
- 4.5.2 In some cases, the evidence will be more qualitative rather than quantitative, for example, with observation checklists or student interviews. This is why the approach is not 100% evidence-based, since sometimes behavioural needs can be hard to classify otherwise.
- 4.5.3 Where appropriate to define the required level of support, a full report from an educational psychologist will be required.

### 4.6 Moving away from the medical deficit model

- 4.6.1 At Kellett we seek to understand why behaviour happens and how students learn. An Educational Psychologist can support this process, but a diagnosis is not the deciding factor.

4.6.2 It is key to have more insight into how a student develops, in order to meet their needs. Every learner is unique. Thus, a student diagnosed with autism might be allocated 6 PP, whilst another student with the same diagnosis might be allocated 10 PP. It all depends on the needs the student presents with.

4.6.3 At no point will any school-produced recordings include non-assessed assumptions (e.g. autism, dyslexia, etc.), however well-informed they are. Instead the work at school will focus on the needs of the student in question, how do they best achieve, i.e. flourish, in our educational setting?

#### 4.7 The Additional Support Team's guiding principles

4.7.1 To ensure the team works in a harmonised way, they adhere to a similar set of principles that guide their actions.

1. We actively support and share responsibility for:
  - a. the academic achievement of all students
  - b. the mental well-being of all students
2. Our actions are always in the best interest of the student and their development.
3. Our actions are in alignment with the core values from the Kellett Learner Profile.
4. We have a leading role in raising awareness, teacher ability and teacher skills in relation to the two areas of academic achievement & mental well-being.
5. We begin with the end in mind, we are outcome focused.
6. Our work is evidence-informed and free from bias or assumption.
7. We put the needs of the student at the core of what we do.
  - a. We prioritise positive aspects of our pupils, staff and parents.
  - b. Where needed, we put social-emotional needs first. A student has to feel emotionally safe in order to reach their potential.
8. We work in constructive collaboration.
  - a. We seek to understand before being understood.
  - b. We seek connection and consensus.
  - c. We work systematically and transparent.
9. We register all our actions in the designated systems following the established procedures.
10. We are accountable to ourselves, each other, our stakeholders and uphold these principles within the team.

#### 4.8 Cooperation with parents

4.8.1 The entire process of working with students with ASN happens in close cooperation with parents. A number of situations are highlighted in this process:

- a) When students move up to PP 4+ parents become directly involved and communication about the needs of their child are shared with them.
- b) This communication consists of: taking on information, sharing information & engaging with external specialists.
- c) Funding for 1:1 Teaching Assistants: The provision that exists for PP8 and PP10 is 90% parent-funded and 10% school-funded.
- d) Sharing of information during admissions.

#### 4.9 Allocation of a 1:1 assistant

4.9.1 When students are assigned a 1:1 assistant, this decision is made during a Team Around the Child (TAC) meeting where parents sign a contract for this provision. It is then reviewed termly during further TAC Meetings.

4.9.2 The main recommendation, and continued decision to maintain the provision, lies with the School.

- 1. For these students, their place at the School is directly linked with the provision of a 1:1 assistant and therefore warrants a thorough evaluation and review when it is deemed necessary to adjust.

- a) This evaluation is held together with parents and involved external specialists.

## 5 CHALLENGE & FURTHER CHALLENGE

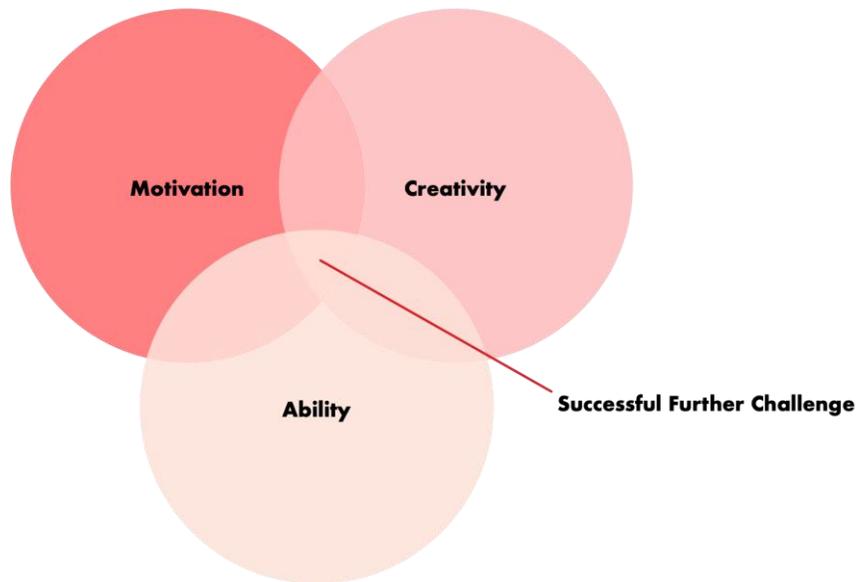
### 5.1 Definition

5.1.1 The School uses the term Further Challenge to describe learners who are achieving, or who have the potential to achieve, a level substantially beyond the rest of their peer group. This terminology was adopted to move away from the previous wording “gifted and talented”. The curriculum provides ample opportunity for challenge.

5.1.2 However, the School recognises that for some students, an additional provision is required. The school utilises two well-established models to identify these Further Challenge Students: “Model for Giftedness” by Renzulli and the six types of Further Challenge students by Betts & Neihart.

5.1.3 Using the model as developed by Renzulli, for a student to present as requiring Further Challenge, they must display three main criteria:

- a) Ability
- b) Creativity
- c) Motivation



## 5.2 Six types of students

- 5.2.1 Further Challenge is provided when it refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, placing that student in the top 10% of age peers.
- 5.2.2 Following the principles of Growth Mindset, Kellett School recognises that our students have the innate potential to develop their talents. Furthermore, certain students display elements of ability and these students can be classed into six different types:
- a) The 'Successfuls': As many as 90% of identified Further Challenge Students are classified as such. They display the behaviour, feelings and needs that make them present as well-adjusted and able students.
  - b) The 'Creatives': These are the divergently Further Challenge Students. They present as frustrated students where the system is not affirming their talents and abilities.
  - c) The 'Undergrounds': By conforming that what is expected, these students mask their ability to blend in. They typically present with feelings of insecurity or anxiety.
  - d) The 'Dropouts': These students express their anger with the system and where frequently, their skills were recognised very late and their needs weren't met for many years.
  - e) The 'Double-Labelled' these are students who have physical or emotional difficulties, or who have specific learning difficulties. Identification as a Further Challenge Student becomes difficult since their other need masks their ability.
  - f) The 'Autonomous Learner': Few students display this style at an early age. They have learned to work effectively within the school system. However, unlike the 'Successfuls' who prefer to do as little as possible, these students actively seek out new opportunities.

### 5.3 Identification

- 5.3.1 The responsibility to oversee, manage and guide staff, parents and students in the area of Further Challenge is with the Additional Support Team.
- 5.3.2 Identification of these students is based on a combination of ability test results and teachers' input. Teachers will be able to identify students through providing open-ended, higher-order tasks which allow students to demonstrate abilities.
- 5.3.3 To help identify these students a selection of tools is employed:
  - a) Individual Checklists & Record Sheets
  - b) Parent/Carer Questionnaires
  - c) Quantitative data: assessment data showing standardised scores (scores >130)
  - d) Observation Checklists
  - e) Discussion forms

### 5.4 Provision

- 5.4.1 In class:
  - a) The school's curriculum and environment are designed to enrich and extend all learners. Activities which promote questioning, higher-order thinking, independence, enquiry and collaboration are an integral part of our teaching and learning.
  - b) The curriculum encourages and supports pupils to use and extend their skills to follow and develop their own interests.
  - c) The coherent management of pupil groupings (whether in mixed ability groups or ability sets).
  - d) Differentiation within curriculum areas includes differentiated homework/independent study.
  - e) We recognise the importance of mentoring for some gifted and talented students, with particular emphasis on those who are deemed to be underachieving.

f) Opportunities for acceleration are considered for exceptional students in Senior school. (Maths/Languages)

5.4.2 Out-of-class activities:

- a) The provision of resources (e.g. magazines, reading lists, apps) for independent learning.
- b) The provision of opportunities/clubs for able, gifted students to work with students of similar ability.
- c) Extra-Curricular Activities and enrichment activities targeted towards the gifted student.
- d) The provision of cross-curricular activities.
- e) Opportunities to organise and perform in school events.
- f) Opportunities for students to compete in (in)national events, festivals and competitions.

## 6 FRAMEWORK FOR PROVISION POINTS

### 6.1.1 Preamble

- a) The framework serves to balance several elements with each other:
  - (i) To apply a grading to the level of need of an individual pupil.
  - (ii) The impact of the need on the learning environment.
  - (iii) The capacity of the Additional Support department.
- b) By weighing these three elements together this framework aims to provide a clear structure by which Kellett School can cater to a range of needs in its education whilst ensuring optimal chances of success for all.

### 6.1.2 Explanation of scores

- a) A class cannot have more than 16 Provision Points (Or 48 per year in Senior)
- b) A class cannot have more than 1 student with a one-to-one assistant because there will be too many adults in the class.
- c) It is preferable for a class to have no more than 3 students in Wave B and C (the equivalence of approx. 15% of all students in a cohort).
- d) Interventions at the level of PP6-PP10 are dependent on additional funding.
- e) In general, a one-to-one intervention means a student is allocated Provision Points between 6-10.
- f) In some cases, a student may have a need that requires part-time or full-time one-to-one support, but the impact of the need on the learning environment may be mitigated by the one-to-one support that is given. This means that pupils at PP6-PP10 might be weighed as PP2-PP4 instead, based on their need and impact on their learning environment.

Wave	A	B			C	
PP	1	2	4	6	8	10
R-Y6	<ul style="list-style-type: none"> <li>Investigative phase of Referral Procedure</li> <li>Active monitoring of pupil development</li> </ul>	<ul style="list-style-type: none"> <li>Small withdrawal groups</li> <li>In-class group support</li> <li>Intervention from school OT / SALT</li> </ul>	<ul style="list-style-type: none"> <li>Allocated in-class support</li> <li>Withdrawal with specialist teacher (e.g. Additional Support Coordinator)</li> </ul>	<ul style="list-style-type: none"> <li>Intensive in-class support</li> <li>Part-time one-to-one support (up to 10 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Part-time one-to-one assistant (from 10 to 20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>One-to-one assistant (more than 20 hours)</li> </ul>
Y7-Y11	<ul style="list-style-type: none"> <li>3+ Subject Support Plans in place</li> <li>Active monitoring of student development</li> </ul>	<ul style="list-style-type: none"> <li>Some In-class support</li> <li>Intervention from school OT / SALT</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated in-class support and/or Additional Teaching by ASN team and/or reduced curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Part-time one-to-one support (up to 10 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Part-time one-to-one assistant (up to 20 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Intensive In-class Support</li> <li>One-to-one assistant (more than 20 hours)</li> </ul>
Y12-Y13	<ul style="list-style-type: none"> <li>3+ Subject Support Plans in place</li> <li>Active monitoring of student development</li> </ul>	<ul style="list-style-type: none"> <li>Exam provisions established, e.g. Additional time, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal with specialist teacher (e.g. Additional Support Coordinator) / Specialised T.A.</li> </ul>			

## 6.2 Additional Support Needs beyond Wave C

- 6.2.1 Kellett School knows its limitations. Where possible we cater to the needs of our community within the Provision Points framework.
- 6.2.2 The limitations listed below are used as a guideline towards meeting the needs of our students.
- 6.2.3 This list is not meant to be exhaustive nor are the criteria based on incidental observations. These limitations reflect structural, repetitive behaviour as well as diagnosed learning difficulties that go beyond the scope of the support at Kellett. The limitations at Kellett are:

<b>Area</b>	<b>Students who:</b>
<b>Cognitive development</b>	<ul style="list-style-type: none"><li>have a disharmonic intelligence profile (i.e. Below Average scores).</li><li>have Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) as listed in the DSM-5.</li><li>have a global developmental delay.</li></ul>
<b>Learning</b>	<ul style="list-style-type: none"><li>have a significant gap in their learning.</li></ul>
<b>Behaviour</b>	<ul style="list-style-type: none"><li>know no limits.</li><li>don't recognise authority.</li><li>negatively affect safety.</li><li>cause a very serious disruption of the educational process.</li><li>have a very serious truancy problem / have school refusal</li><li>are unable to communicate with their peers in an age-appropriate manner in a social, collaborative setting.</li><li>have a comorbid diagnosis that indicates an inability to thrive in a social, academic environment.</li></ul>
<b>Social-emotional development</b>	<ul style="list-style-type: none"><li>are unable to make contact.</li></ul>

	<p>are diagnosed with autism level 2 or 3 (according to the DSM-5 criteria).</p> <p>behave aggressively or oppositional towards their peers or teachers.</p> <p>exhibit inappropriate sexual behaviour.</p> <p>have a serious addiction problem.</p>
<p><b>Physical situation</b></p>	<p>are 100% hearing impaired.</p> <p>are 100% visually impaired.</p> <p>are unable to take physical care of themselves.</p> <p>* It should be noted that wheelchair access is only available at the Kowloon Bay campus.</p>