

ESF Levels of Adjustment Framework- Accommodations and Adjustments for Students with Special Educational Needs in ESF Schools.

ESF Levels of Adjustment

The ESF Levels of Adjustment (LOA) provide a framework for identifying and documenting the need for adjustments and accommodations for students with SEN who attend ESF schools, and ensure compliance by ESF with its obligations under the DDO and the Code of Practice for Education.

ESF uses Levels of Adjustments 1-6 to describe the amount and type of support a student requires in order to access the curriculum, and consequently the level of provision required.

LOA 1 & 2 - Mainstream placement with additional support

LOA 3 & 4 - Learning Support placement

LOA 5 & 6 - Jockey Club Sarah Roe School

LOA 1 - 2 Mainstream with support

LOA 1
<i>Additional Differentiation:</i> Additional, ongoing class based teaching and learning adjustments led by the class or subject teacher, in liaison with the IN department and/or short term small group or individual intervention in 1 or 2 dimensions of schooling.
LOA 2
<i>Regular Ongoing Differentiation:</i> Regular, individualised teaching and learning adjustments of objectives, outcomes, materials or equipment, in multiple dimensions of schooling, as a result of class-based assessments and teacher judgement. A combination of additional small group support, for minimum 2 cycles of intervention, in multiple areas. The student has an IEP, there is ongoing liaison between class/subject teachers and the IN department, and there is regular contact with parents. These students often sit well below age related expectations in one of the dimensions of schooling.

LOA 3 - 4 Learning Support

LOA 3-4
<i>Daily, continuous differentiation:</i> Daily, individualised teaching and learning adjustments of objectives, outcomes, materials or equipment Access to daily push in support in mainstream lessons and pull out support that focuses on skill development / concept reinforcement / functional life skills teaching. Access to alternative curriculums at secondary level.

LOA 5 - 6 Jockey Club Sarah Roe School

LOA 5-6

Continuous individualised differentiation:

Continuous, individualised support. Systematic interventions and highly individualised teaching programmes through multidisciplinary approaches with a high staff to student ratio.

The ESF Matrix

The ESF Matrix is a detailed document that describes the amount and type of support expected at each level of adjustment. It also gives examples of support, programmes, strategies and interventions that are commonly used in ESF schools.

The ESF Matrix considers 5 different dimensions which impact upon how a student is able to access and achieve in the school environment. The Matrix includes descriptors for each of the following Dimensions of Schooling:

- Thinking and Learning
- Speech and Language
- Emotional and Social well being
- Social and Communication
- Motor coordination / Physical / Sensory Processing

Medical factors are also considered, but are not assigned a LOA.

The ESF Matrix and LOA framework is designed to be used by moderation panel members of the Admissions and Review Process. The judgments require knowledge of teaching and learning, expertise in special educational needs and detailed knowledge of ESF SEN settings. The ESF Matrix is an internal document for use by ESF professionals only. The complete document is not available to parents or other professionals outside of ESF.

Details of the ARP Visits and Process

ARP Schedule

There are 8 ARP observation and Moderation Panel meetings across the school year. ARP visits take place approximately once per month in term time, on a consecutive Tuesday and Wednesday. Moderation Panel meetings take place on the Wednesday afternoon, after the observation visits.

Arranging ARP Visits

Once all the necessary paperwork has been received, the SEN Admissions Administrator will liaise with schools and parents regarding the date and time of the visit, inline with the schedule mentioned above.

Structure of ARP Visits

Two panel members are assigned for each ARP visit. Panel members receive the relevant reports and paperwork prior to the visit.

Each ARP visit includes: *(usually and preferably in the following order)*

1. Classroom observation 45 - 60 minutes
2. Discussion with teacher(s) 20 minutes
3. Discussion with parents 20 minutes

During each part of the visit the panel members gather information related to each of the Dimensions of Schooling:

- Thinking and Learning
- Speech and Language
- Emotional and Social
- Social and Communication
- Motor coordination / Physical / Sensory Processing
- Medical

Classroom observation

Panel members observe the child in their usual kindergarten or school class. It is recommended that the student is observed with the regular class teacher in a usual lesson with any typical adjustments or support in place. It is useful for the panel members to observe a variety of student engagements; including an academic task, working independently, working as part of a group and engaging in social interaction. Panel members may engage with the child by initiating play or conversation. Occasionally, panel members may request that they complete an activity with the child, either within the classroom or outside. This will usually only happen if panel members feel that they are not gathering enough information during the course of the observation.

Discussion with Teacher(s)

The meeting with the classroom teacher and/or SEN teacher is a very important part of the process. During this time the panel members will ask questions related to the observation, the areas of concern and each dimension of schooling. The panel members will be interested in what support and strategies are already in place, and what the impact of these has been over time. It is also helpful for the panel members to have access to the student's books or work samples, where appropriate.

Discussion with Parents

The panel members will meet with the student's parents at the end of the schedule. School staff are not usually required to join this meeting. Parents are strongly encouraged to attend the parent meeting.

The purpose of the parent meeting is to:

- Find out about the student's areas of strength

- Find out about the parent's concerns
- Clarify and follow up information provided in the reports
- Explain the ARP process and next steps
- Give parents the opportunity to ask questions about the process

This meeting is not intended as feedback from the observation, nor will any indication of the ARP outcome be given.

Moderation Panel Process

The Moderation Panel is made up of all of the ARP members; including educational psychologists, SEN advisers, primary and secondary SEN specialists, and a representative from the Jockey Club Sarah Roe School. There are also two ESF Principal representatives on the panel, on a rotating basis.

Each student is discussed in turn. The visiting ARP members provide a summary of the information gathered. A detailed discussion takes place regarding the student's needs. At the end of the discussion a recommendation for the student's overall LOA and level of provision is agreed, along with any specific recommendations, such as therapy or interventions.

The most common ARP recommendations are as follows:

- LOA 1-2; Mainstream placement
- LOA 3-4; Learning Support placement
- LOA 5-6; Jockey Club Sarah Roe School placement

On occasion, the panel agrees that further information needs to be gathered. This might include updated reports, further discussion with teachers and/or parents and/or further observation. The SEN Admissions Administrator will follow up with the school and parents to make the necessary arrangements. Very occasionally the panel may recommend that ESF is unable to meet the student's needs.

The recommendation made by the ARP moderation panel is regarding the student's level of adjustment. The panel does not make recommendations regarding specific schools, except Jockey Club Sarah Roe School.

ARP Recommendations

Following the ARP panel meeting, parents are notified of the recommendation by letter within approximately 1 week.

Waiting Lists

Once the panel has reached a recommendation regarding the student's LOA and the level of provision required, the student will be added to the relevant waiting list. The parents will be informed that the student is on the waiting list and that the SEN Admissions Administrator will be in touch when a space becomes available.

Parents are not informed of their child's position on the waiting list because this position can change, for example, if a child with a higher level of priority is later added to the list. It is not possible to give parents an indication of how long they may need to wait for a place because it is not possible to predict with any accuracy how frequently spaces may become available. Whilst this can be very frustrating for parents, it is not helpful to provide information which may later be deemed misleading. Whilst students are on the waiting list, parents are encouraged to keep ESF up to date with any new reports.

Nicki Ward, Inclusion Team Leader, April 2018