



POLICY ON SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT

Policy on Special Educational Needs and Learning Support

Aims

- To recognise and support the needs of all pupils, including those with special educational needs (“SEN”) and those children subject to an Education, Health and Care (“EHC”) plan.
- To promote active learning, to develop pupils' engagement in and enjoyment of their studies. We fully support the high aspirations set out in the Special Educational Needs and Disability Regulations 2014. We aim to ensure that our students make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.
- To enhance pupils' self esteem and to enable pupils to achieve their full potential.

A definition of special educational needs

In accordance with the Special Educational Needs and Disability Code of Practice 2014 we identify four areas of need:

1. Cognition and learning needs – including specific learning difficulties such as dyspraxia.
2. Social, emotional and mental health needs.
3. Communication and interaction needs – including dyslexia and autistic spectrum disorder.
4. Sensory and/or physical needs – including visual or hearing impairment.

We understand that each of these categories represents a spectrum of need. Some pupils' needs will involve more than one of these areas. In this document SEN refers to pupils who have a statement of special educational needs. LDD refers to learners with difficulties and /or disabilities.

Policy objectives

- 1.1 To apply a whole-school approach to meet each pupil's needs in reference both to the guidelines provided by the regulations set out in the the Special Educational Needs and Disability Code of Practice 2014 and to the Equality Act 2010.
- 1.2 To ensure early identification of pupils who may have SEN/LDD.
- 1.3 To provide a graduated approach that recognises the individual nature of pupils' needs.
- 1.4 To ensure that all school staff are aware of the needs of each pupil in their care and that training in special needs related issues is fully incorporated into the professional development of all of our teachers.
- 1.5 To ensure that there is both support for teachers to meet the learning needs of pupils in all school settings and that appropriate resources and training is available where required.
- 1.6 To ensure that no pupil is discriminated against, in any area of school life, on the basis of her SEN/LDD.
- 1.7 To communicate fully with parents at all times, recognising the importance of working in partnership.

1.8 To review regularly the expertise and resources available to the school to meet the requirements of all of our pupils including those with SEN. The Headmaster co-ordinates these reviews whilst our education support teacher acts as the primary co-ordinator for provision of extra support to pupils with SEN.

1.9 To co-operate fully with all local authority and other Governmental agencies in accordance with DFE and other regulations.

2.0 To ensure full compliance with the Equality Act 2010 including making reasonable adjustments, such as the provision of auxiliary aids and services, to prevent disabled children being put at a substantial disadvantage. We ensure that lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

2.1 To make arrangements to support pupils with medical conditions having regard to "Supporting pupils at school with medical conditions".

Roles and Responsibilities

Provision for pupils with SEN is understood as a matter for the school as a whole. The Headmaster, teachers and Learning Support professionals all have a role to ensure that the needs of each child are adequately looked after. The Headmaster has overall responsibility for co-ordinating the identification of special needs and for organising appropriate provision of extra teaching and support. Teachers make regular assessments of progress of pupils they teach and help to identify pupils making less than expected progress given their age and individual circumstances.

We seek to ensure the early identification of pupils with SEN/LDD by drawing on information from the following sources: -

- Contact with prospective pupils' parents, and schools where necessary.
- Reports including education psychologist reports and statements of SEN/LDD.
- Information given by parents, including admissions documents.
- Pupil self-referral.
- Staff observation and referrals.

The following outline sets out the procedure undertaken once concerns are raised about a pupil:

Assessing needs: -

- A schedule of all of our children's needs is maintained. The Headmaster, in consultation with the relevant teachers and Learning Support professionals, ensures that this is up to date and adds to it when new information is received or concerns are raised. Differentiated teaching is provided in all lessons and this teaching takes account of all of our pupil's needs.
- If appropriate, pupils are referred to an outside agency for further assessment, e.g. educational psychologist, occupational therapist, speech and language therapist.
- Parents are requested to inform the school before any privately commissioned specialist reports are carried out, as it is important that the school contributes to the process of the assessment.
- Assessments are reviewed by the Headmaster in consultation with parents, pupil and teachers, and any additional provision is organised.
- The needs of the pupil are fully discussed with the pupil and the pupil's parents and the pupil and the parents are involved in the decisions made by the school on the teaching provided to the pupil. The Headmaster and teachers listen to the concerns of the parents and pupil when determining the needs of the pupil.

Planning provision where it is determined that a pupil has SEN (a graduated response): -

- **Assessment:** The headmaster in consultation with the Learning Support coordinator and the relevant teachers will assess the needs of the pupil and will inform and consult with the parents how these needs will be met. Class based provision will be relied on as much as possible based on differentiation in the classroom.
- **Plan:** where it has been decided to provide SEN support, the parents will be formally informed. The nature of the support and the outcomes expected will be provided to all of the teachers and the parents of the pupil.
- **Learning support:** This will be provided as determined by the assessment but will continue to be in addition to the pupil's learning in the classroom setting. This support may include short sessions that focus on developing active learning skills for the classroom and independent study.
- **Review:** The effectiveness of the learning support arrangements will be regularly reviewed and determined in relation to the expected outcomes.

It is important that a pupil is not disadvantaged due to LDD/SEN in the context of exams, but we are equally mindful of the wider responsibility not to give a pupil unfair advantage by the access arrangements that are provided. In accordance with the JCQ guidelines (September 2011), the school aims to provide documentation to support any application for access arrangements in exams that constitutes a "compelling, clear and detailed picture of current need with a substantial weight of evidence."

Education, Health and Care needs assessment and plans

Where the pupil is not making expected progress despite all of its teaching and learning support, the Headmaster may consider requesting an Education, Health and Needs assessment.

The school will liaise and fully co-operate with the relevant local authority in all matters relating to EHC assessments and plans.

Sharing Information

- The schedule of pupil needs is continually updated as stated above.
- Teaching staff are sent reminders throughout the year of the needs of those pupils in their care.
- One-to-one provision: content and progress of one-to-one sessions are fed back to

The Headmaster.

- Pupils on the SN Register: all teachers of students on SN Register are contacted and required to confirm they have read the summary of pupils' needs provided in the information and IEPs
- Suggested teaching strategies by the Learning support professionals to relevant staff.

EAL and Bilingual Learners

We rarely have pupils applying to our school who are not capable of reading, speaking and writing in English (depending on their age). If we do have such pupils they are rapidly identified and their individual requirements are ascertained. Students who have English as an additional language or who are Bilingual Learners are monitored to ensure early identification of difficulties that may arise from the demands of the range of academic registers that are required of specific subjects, both in speaking and writing activities.

Identifying pupils with a need for EAL support

All pupils undertake assessments when the admission procedure for the school. Feedback from this screening is given to the head of English and other appropriate teachers. If the screening identifies a potential need, more information is gathered from subject teachers. Typically, a pupil's writing can suggest a limited vocabulary, simple sentence structure, a lack of knowledge of the conventions of a given academic register, or a narrow range of independent reading of English texts which, in turn, can lead to limited knowledge of British cultural traditions in art and literature, in comparison to their peers. In consultation with the pupil and parents, provision in or outside the classroom, is mapped out.

Likely provision for pupils needing support for EAL:

- Identifying and practicing conventions of a given academic register (both spoken and written) at the word, sentence and text level.
- Additional support provided one to one by a Learning Support professional as required.
- Help in identifying and using different types of speech used by the school community in different settings.
- Extra help to extend independent reading and the discussion of literary texts.

Monitoring pupils who need EAL support

Close liaison is maintained between the English teachers and the Learning Support professionals to monitor the progress of EAL and advanced bilingual learners. The Learning Support professionals can carry out observations in subject lessons and liaise with teachers for ideas to support the development of spoken and written English in the context of the classroom. If appropriate, these observations may also lead to a short-term course of one-one sessions with the Learning Support professionals to target a specific skill.

Reviewed and updated by Andrew Sandars

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