Academic Mentoring (SEND) Policy

Senior School

2023 / 2024

Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Academic Mentoring (Special Educational Needs and Disability) Policy

Senior School

Scope

This policy applies to all Senior pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Head of Academic Mentoring who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy. Further details can be found in Section 3.

1. Introduction

Ibstock is a school of equal opportunities which provides access to the full range of the curriculum for all its pupils, including those with special educational needs or disabilities. It promotes a broad, balanced curriculum which enables pupils to utilise the full extent of their skills and talents and facilitates the development of the whole person, regardless of gender, race, culture, language, physical ability, special educational needs or socio-economic background.

Ibstock's Special Educational Needs and Disabilities (SEND) policy and practices comply with the Equality Act 2010 and adhere to the legal framework outlined in the SEND Code of Practice: 0-25 Years (2015) and the Children and Families Act (2014).

2. Policy Aims

- To ensure that universally high-quality, well-adapted teaching enables all pupils with SEND to work to their potential.
- To ensure a robust system of identification, assessment, monitoring and provision for all pupils with SEND.
- To ensure that all staff are well informed, confident, and equipped to support our pupils with SEND.
- To maintain parents and carers at the heart of the communication process
- To ensure equality of opportunity in all spheres - academic, personal and social, sporting and the arts.
- To listen to, value and respond to all pupils with SEND needs in our School.

Other relevant Ibstock policies:

- Laptop (Access Arrangements) Policy
- Admissions Policy
- Access Arrangements Policy

3. Specific Roles and Responsibilities, Governance and Management

Teaching staff bear primary day-to-day responsibility for the teaching and learning of all pupils in their care, including those identified as having SEND.

House/Pastoral staff (Heads of Lower and Middle School, Heads of House, Tutors, School Nurse, Deputy Head (Pastoral), Academic Mentoring Staff) oversee the pastoral care of pupils with SEND.

The Head, as Head of Centre, has overall responsibility for the School's SEND policy and SEND practices and procedures in relation to SEND.

The Deputy Head (Pastoral) is the SEND representative on the Senior Leadership Team and has delegated responsibility for overseeing the implementation of policy and procedures.

The Head of Academic Mentoring oversees the identification and assessment of and provision for pupils with SEND. She is responsible for keeping abreast of changes in legislation and guidance and carries out research into theoretical underpinning and good practice relating to SEND. She arranges for staff training in SEND, liaises with staff, parents and pupils and is a part of the Heads of Faculty team tracking and monitoring pupil performance.

The Head of Academic Mentoring is qualified to level 7 (CCET CPT3A; Member of the British Psychological Society) and is thus qualified to administer diagnostic psychometric tests. She establishes and updates the awarding of Examination Access Arrangements through relevant evidence gathering and trials, communicates with pupils and parents, and liaises with assessors and outside agencies. In line with the Joint Council for Qualifications, we understand Examination Access Arrangements to be pre-examination adjustments for candidates based on evidence of need and 'Normal Way Of Working' (NWOW). The Head of Academic Mentoring monitors examination access arrangements and makes online applications in this regard, maintains the access arrangements register and is responsible for the collation and storage of evidence in preparation for annual inspection by the Joint Council for Qualifications. She attends training, advises School and liaises with the Examinations Officer. She is supported in these actions by the second in Department.

She maintains the SEND Register, leads a team of Academic Mentors, delivers specialist teaching and either assesses pupils in-house or liaises with the School's approved Specialist Assessors.

The Heads of Faculty hold responsibility for ensuring that SEND is embedded in Faculty documentation and practice.

The Head of Academic Mentoring communicates with staff regarding concerns over pupil performance in order to ensure that reasonable adjustments are made for all pupils as necessary. Adjustments must not either disregard or favour pupils and must be evidence based. We follow the JCQ guidelines that state: The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

4. Communication

The Head of Academic Mentoring contacts parents or carers of all new entrants with SEND and meets all new pupils with SEND. Communication between the Head of Academic Mentoring and parents or carers is guided by an open-door policy under which parents or carers are able to raise concerns by email, and pupils are encouraged to approach (via their tutor or trusted teacher as needed) the Head of Academic Mentoring for guidance. The Head of Academic Mentoring also communicates with parents as per the Code of Practice if support is deemed necessary. Feedback on a pupil's response to Academic Mentoring intervention is provided to parents, appropriate to the type, frequency and duration of mentoring received.

5. Admissions

Ibstock is an academically selective school. Pupils who attain the required academic standard will be offered a place, regardless of any identified special educational need or disability, unless Ibstock is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or the attendance of the child or young person at the requested school or other institution would be incompatible with–(i)the provision of efficient education for others, or (ii)the efficient use of resources. (Children and Families Act, 39.4) All prospective pupils' needs are taken into account equally. Parents are requested to declare on the School Registration Form any need for such adjustment. For further information, please see the policy for Access Arrangements.

6. Identification and Assessment

Disability is defined under the Equality Act 2010. A person has a disability if s/he has a 'physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Special Educational Needs are defined in the Children and Families Act 2014 as follows:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or 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 (SEND Code of Practice, 2015)

Ibstock recognises that SEND occurs across a range of academic/cognitive abilities, thus many pupils may have hidden needs, or indeed co-occurring needs (as described in the SEND Code of Practice) and as such will be added to our SEND register and supported by our policies and procedures.

7. The Four Broad Areas of Need (SEND Code of Practice, 2015) as presented at Ibstock

- Communication and Interaction – young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Those pupils identified as being on the autistic spectrum are likely to need some guidance in receptive and expressive social communication skills. We are aware of the ability of pupils (especially females) to mask their difficulties during the school day.
- Cognition and Learning – at Ibstock, we recognise that some pupils are identified as having specific learning difficulties (SpLD) in one (or more) area(s). The most common SpLDs at the School are dyslexia, dyspraxia, and relative weakness in working memory and/or cognitive processing.
- Social, Emotional and Mental Health (SEMH) difficulties – we recognise that the pre-teen and teenage years can be a turbulent time for many, but where a pupil is experiencing significant and sustained difficulty beyond the normal ups and downs of school life, we recognise a SEMH difficulty. ADHD is defined as an SEMH issue. Anxiety and depression are noted in both our SEND population and beyond. We benefit from the expertise of our School counsellors and the awareness of members of staff. The likely co-occurring issues around mental health are appreciated, prompting referrals to our in-house counselling team as needed. Further information can be found in the School's counselling policy.
- Sensory and/or Physical Needs – A few of our pupils need special educational provision because of hearing or visual impairment or physical disability.

We recognise that, though there may be a primary need, co-occurrence is not unusual. We recognise, too, the existence of dual exceptionality: the co-existence of exceptional ability in one or more areas with a SEND in another.

8. Routes to Identification

Ibstock has well established and structured procedures in place for identifying SEND.

- *Screening of Senior 7* – The Head of Academic Mentoring implements a nationally standardised testing in the first term in the areas of reading comprehension, spelling, vocabulary, writing and typing speeds. (GL Assessments, LUCID Exact)
- *Gathering of information* – From relevant sources such as previous school, parent and pupil.

- *Tracking* - The Head of Academic Mentoring works together with academic and pastoral staff to monitor pupils' progress and to identify any pupil who does not appear to be working to his/her potential.
- *Baseline assessment* - All S7 pupils (and new entrants in other year groups) are subject to baseline testing Middle Years Information System (MidYIS) in the areas of Vocabulary, Mathematics, Non-Verbal Reasoning and Skills. Pupils in S10 undergo baseline assessment in the form of YELLIS.
- *Teaching staff* - Teachers' monitoring, observation and class assessments, reports and work samples all contribute to the overall picture of a pupil's performance. Where there is a concern about a pupil, the SEND Concern protocol is that an email with a concern is sent to the Head of Academic Mentoring (cc-ing the Head of House) by the teacher, detailing the nature of the concern and what they have already tried to implement. This is then followed with information gathering from other teaching staff and parents. If deemed necessary, the pupil is offered support and the information gathered is shared with the Academic Mentors in order to begin the process of writing an Individual Learner Profile, or Learner Passport, that the pupil can add to and that can be shared and updated.
- Heads of House and Sixth Form leaders report concerns regarding pupil progress to the Head of Academic Mentoring for a primary investigation of need and discussion to take place.
- If a concern persists, the pupil is raised at the weekly SEND review meeting between the Head of Academic Mentoring, the Head of Access Arrangements and the Deputy Head (Pastoral) and a plan of action is determined.
- *Outside specialists* - On occasion, information from outside agencies alerts School to the possible existence of a SEND.

9. Training

Frequent training ensures that all teaching staff are aware of the challenges facing pupils and are equipped with a range of strategies to support pupils with a range of SEND issues. School-wide initiatives in Teaching and Learning encompass pupils with SEND.

10. Pupil Support and Provision

A core tenet of the SEND Code of Practice is Quality First Teaching. Primary responsibility for pupils with SEND rests with the pupils' teachers; it is through high quality teaching, with appropriate differentiation, that suitable provision is made for all pupils including those with SEND Provision made for all pupils benefits those with SEND. This provision includes subject

specific support delivered by teaching staff, and the academic mentoring scheme. On occasion, additional one-to-one or small group support is recommended for pupils with SEND. Advice on study skills, organisation and areas such as pedagogy, classroom adjustments and other best practice is offered to teaching staff and is embedded into their teaching . Though often targeted at pupils with SEND, such provision benefits all pupils. Study skills advice and directed revision and examination feedback also forms part of the Tutorial Programme.

A graduated approach is employed in which a cycle of Assess-Plan-Do-Review is followed. This cycle sees the progress, performance and needs of pupils with SEND being monitored, discussed with parents and pupil, and reviewed. Appropriate differentiation in the form of reasonable adjustments is planned and applied in the classroom and the results reviewed.

For some pupils with SEND, the cycle highlights the need for a more sustained period of structured one-to-one support. Some parents prefer to engage outside specialist tutors, whilst others take advantage of the fact that Academic Mentoring is available on site, subject to availability. Academic Mentoring sessions are targeted to the pupil's particular area of need in consultation with the parents the pupil and School. Pupils in Senior 7-Senior 9 are withdrawn from a different lesson each week, whilst older pupils' sessions are scheduled during Pastoral periods, Lunchtime, or during independent study periods. Academic Mentors liaise closely with teaching staff and meet regularly with the Head of Academic Mentoring. This intervention forms part of the ongoing cycle of assess-plan-do-review.

11. Record Keeping

A SEND Register is maintained on the School's information management system. Electronic and hard copies of documents relating to pupils' SEND are managed in line with the School's data protection procedures.

12. English as an Additional Language (EAL)

We appreciate that many of our pupils are bilingual or multilingual. A pupil is not judged to have a SEND solely because English is not his or her first language, but on occasion a pupil with EAL may need additional support from one of the School's qualified EAL teachers.

We recognise, too, that a SpLD can be present in pupils with English as an additional language. The progress of pupils with EAL is carefully monitored for this reason.

13. SEND, Pastoral Care and Safeguarding

All School staff in contact with our pupils with SEND are aware that these pupils can be particularly vulnerable to peer-on-peer and other forms of abuse. For more information on the rigorous safeguarding procedures in place, please refer to the School Safeguarding and Child Protection Policy.

14. Links Beyond the School

Ibstock is committed to working with external agencies and individuals in meeting the needs of our pupils with SEND. The School currently works with a range of specialists in the fields of:

- Hearing impairment
- Speech therapy
- Psychiatry
- Psychology/counselling/coaching
- Occupational Therapy
- Autism
- ADHD

15. Complaints

The School works, wherever possible, in partnership with parents to accommodate the needs of their children. Difficulties and disagreements can normally be resolved through close communication, but complaints are taken seriously. These should be directed, in the first instance, to the Deputy Head (Pastoral).

If you have a concern about your child, please direct subject-specific concerns directly to teachers, and broader concerns to their Head of House.

Queries and Feedback

Queries on this policy should be directed to the Head of Academic Mentoring. Parent and pupil feedback, both informal (through communication with the Academic Mentoring Department or through teachers) and formal (through surveys and) inform our pupil-centered approach in the creation of this policy.

Review and Verification

This policy is reviewed annually by the Head of Academic Mentoring.