



IBSTOCK PLACE SCHOOL

Learning Support Policy
(SEND)

Senior School

Learning Support (Special Educational Needs and Disabilities) Policy



The Senior School

1. Statement of Values

Ibstock Place School 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 a disability. It promotes a broad, balanced curriculum which enables pupils to utilise the full range 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.

The School is bound by the Equality Act 2010 and has regard to The SEND Code of Practice: 0-25 Years (2015) and the Children and Families Act (2014).

2. Aims and Objectives of the Policy

- To ensure that universally high quality, well differentiated 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 involved are well-informed, confident and equipped to support our pupils with SEND.
- To ensure equality of opportunity in all spheres: academic, personal and social, sporting and the Arts
- To value and respond to the neurodiversity in our School.

Other relevant IPS policies:

- EAL Policy
- Laptop Policy
- Admissions Policy
- Access Arrangements Policy

3. 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 (Housemasters, Tutors, School Nurse, Senior Tutor, Learning Support Staff) oversee the pastoral care of pupils with SEND.

The Headmistress, as Head of Centre, has overall responsibility for policies and procedures in relation to SEND.

The Senior Tutor is the SEND representative on the Senior Leadership Team and has delegated responsibility for overseeing the implementation of policy and procedures.

The Head of Learning Support 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 team tracking and monitoring pupil performance. The Head of Learning Support liaises with the Head of Learning Support (Access Arrangements) and with outside agencies. She maintains the SEND Register, communicates with on-site specialist tutors and delivers specialist teaching and assessment.

The Head of Learning Support (Access Arrangements) 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.

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

Teaching staff pass concerns regarding individual pupils to Housemasters who then circulate a SEND Query form to the pupil's Tutors and Teachers. Having collated the findings, the Housemasters then decide whether to pass the concern to the Learning Support staff.

4. Communication

The Head of Learning Support makes contact with Parents of all new entrants with SEND and meets all new pupils with SEND. The SEND Coordinator operates an open door policy under which parents are able to raise concerns by email and pupils are encouraged to approach Learning Support staff for guidance. The SEND Coordinator also meets with Parents where an undiagnosed SEND is suspected. Half termly reports are issued to parents of pupils who are in receipt of sustained one to one Learning Support.

5. Admissions

Ibstock Place School 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 the school is unable to make reasonable adjustments necessary to cater for their needs. Parents are invited to declare on the School Registration Form any need for such adjustment.

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. '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 Place School is an academically selective school and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act. We recognise, though, that specific learning difficulties can affect young people of all cognitive abilities

7. The Four Areas of Need (SEND Code of Practice, 2015)

- 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 the area of social communication.
- Cognition and Learning – At Ibstock Place School, we recognise that some pupils are identified as having specific learning difficulties (SpLD) in one or more area. The most common SpLDs at Ibstock Place School are dyslexia 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 life, we recognise a SEMH difficulty. ADHD is defined as an SEMH issue.
- Sensory and/or Physical Needs – A number 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 Place School has well established and structured procedures in place for identifying SEND.

- **Screening of Senior 7-** The Head of Learning Support oversees a programme of testing in the first term in the areas of reading, spelling, writing and processing.
- **Gathering of information** from relevant sources such as previous school, parent and pupil.
- **Tracking-** The Head of Learning Support 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 (MidYIS) in the areas of Vocabulary, Maths, Non-Verbal Reasoning and Skills.
- **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, a formal SEND Concern protocol is followed in which

information is gathered from teaching staff and collated by the Housemaster. Such concerns form part of fortnightly meetings between the Head of Learning Support and the Housemasters. At these meetings, recommendations for particular strategies are passed back to teachers and trialled. If a concern persists, the pupil is raised at the weekly SEND review meeting between the Head of Learning Support, the Head of Learning Support (Access Arrangements) and the Senior Tutor 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. 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.

10. 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.

11. Pupil Support

Provision made for all pupils benefits those with SEND. This provision includes subject 'clinics' and the mentoring scheme. On occasion, additional one to one or small group support is indicated for pupils with SEND. Advice on study skills, organisation and areas such as spelling and handwriting is offered to teaching staff and is embedded into their programmes. Though often targeted at pupils with SEND, such provision benefits many pupils. Study Skills advice 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 assessed. Appropriate differentiation in the form of reasonable adjustment 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 freelance qualified specialist tutors are on site. The tutors (who are paid directly by parents) deliver hour-long sessions targeted to the pupil's

particular area of need in consultation with parent, pupil and School. Pupils in S7-S9 are withdrawn from a different lesson each week, whilst older pupils' sessions are scheduled before School, at Lunchtime, after School or during independent study periods. The specialist tutors liaise closely with teaching staff, meet regularly with the Head of Learning Support and produce a half termly report to Parents. This intervention forms part of the ongoing cycle of assess-plan-do-review.

12. Public Examinations and Access Arrangements

One way in which reasonable adjustment can be made for pupils with SEND is the awarding of examination access arrangements. The school is bound by the (annually updated) regulations of the Joint Council for Qualifications (JCQ) and is inspected annually by the regulatory body. Failure to comply with the regulations has the potential to constitute malpractice which may impact on the candidate's result. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval. Failure to comply is defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre which are not supported by appropriate evidence.

The driving factor for any access arrangement must be the picture of need demonstrated in the classroom. Accommodations must reflect the pupil's normal way of working in the classroom over a sustained period and must represent an appropriate response to his or her need on a subject by subject basis. The school is not permitted to act upon any examination access arrangements recommendations made by external assessors with whom it does not have an established relationship. Any necessary testing is carried out by the school's appointed specialist assessor. She is also able, where appropriate, to carry out full diagnostic specialist assessments in order to identify specific learning difficulties. In some cases, onward referral may be made to an external specialist.

The most common access arrangements at Ibstock Place School are 25% extra time and the use of a laptop for extended writing tasks.

The award of 25% extra time on a subject by subject basis is applied for where there is evidence reported by teachers of substantial disadvantage on timed tasks. Such evidence of need must be supported by particular scores in specified areas obtained through testing by the school's appointed assessor. Extra time, if indicated, is trialled for a period of time determined by the School and appropriate to the extent and nature of the learning disorder in order to establish whether it is an appropriate accommodation. The extra time must then be established as the pupil's normal way of working before being applied in examinations.

13. Laptop Use

Laptop use may be deemed an appropriate adjustment if there is a diagnosis of a disorder that affects severely the pupil's speed of writing or where writing is undecipherable. Once again, the arrangement must be driven by picture of need in the classroom and supported by specialist recommendation and must be shown to be an appropriate response. In line with JCQ guidance, a laptop may not be considered just because a pupil can work faster using one, prefers to do so or judges for themselves that the accommodation is useful. Normal way of working in the classroom and adherence to the school's guidance on laptop use must be established over a sustained period if the accommodation is to be permitted in examinations. (Normal way of working is only established with the Head of Learning Support's knowledge.) For more information, please refer to the School's Laptop Policy.

For more detail about access arrangements, please refer to the Access Arrangements Policy.

14. Examination Access Arrangements at Admission

Upon application for a place at Ibstock Place School, parents are invited to indicate any request for access arrangements in the entrance examination on the Registration Form. The subsequent completion and submission of an 'Application for Access Arrangements' form will result in consideration by the Head of Learning Support and Head of Learning Support (Access Arrangements) and notification from the Registrar of any approved accommodations. The following information is requested:

- Reason for application (details of the learning difficulty or medical condition on which the request is based)
- Date of diagnosis (except in exceptional circumstances, to be decided by the school, access arrangements will not be granted where a diagnosis has been made later than the start of the Autumn Term of Year 6)
- Name, qualifications and contact details of the diagnosing specialist (a General Practitioner or class teacher's report is insufficient unless the teacher holds a qualification in specialist assessment)
- The particular accommodation requested eg 25% extra time, enlarged papers
- Details of existing access arrangements, date first awarded and confirmation that the arrangement has been the child's normal way of working in timed tests since at least the beginning of the Autumn term of Year 6.

Any request for access arrangements must be accompanied by an educational psychologist's/specialist assessor's assessment report, written within:

- 2 years prior to the date of the first entrance examination (for 11+ entry)
- 4 years prior to the date of the first entrance examination (for entry to other years)

OR

an independent medical report written within 2 years prior to the date of the first entrance examination (for entry at all points).

The Head of Learning Support and Head of Learning Support (Access Arrangements) work closely with the Registrar in ensuring that appropriate arrangements are implemented in entrance examinations.

It should be noted that, in line with the regulations of the Joint Council for Qualifications, any Access Arrangement awarded in Entrance Examinations is not granted in perpetuity. A picture of need must be established on a subject by subject basis and the effectiveness and suitability of the Access Arrangement constantly monitored. In order for the arrangement to continue, it must become the pupil's normal way of working at IPS. Parents of new pupils are made aware of this on application for Access Arrangements.

15. 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.

16. English as an Additional Language (EAL)

We value the fact 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 the school's qualified EAL teacher. A charge is levied for such intervention. Additional English support is occasionally made a condition of entry.

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.

17. 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 Ibstock Place School Safeguarding Policy.

18. Links Beyond the School

Ibstock Place School 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
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19. 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 Senior Tutor.

20. Review and verification

This policy is reviewed on an annual basis.

Chris Young (Head of Learning Support)

Wendy Malseed (Head of Learning Support Access Arrangements)

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