



St Edward's

CHELtenham

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This Policy was approved by the Trustees:	<i>Summer 2021</i>
The implementation of this policy will be monitored by the:	<i>SLT & Education Committee</i>
Monitoring will take place:	<i>Annually or as appropriate</i>
The Policy will be reviewed by:	<i>Head of IL & Deputy Head Academic</i>
This Policy will be reviewed annually by the Head, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<i>Summer 2023</i>
THIS POLICY APPLIES TO THE SENIOR SCHOOL	

St Edward's School strives to provide an environment in which each pupil can enjoy the opportunity to develop talents and interests to the full, where the aim is for all pupils to develop their maximum potential academically, personally and spiritually.

Aims

- To identify a child's Special Educational Needs and Disabilities.
- To inform subject teachers and those with pastoral responsibility for the child, of the child's Special Educational Needs and Disabilities.
- To offer possible strategies which will respond to the Special Educational Needs and Disabilities and help to facilitate the child's progress.
- To review progress towards targets and amend provision as appropriate including Exam Access Arrangements.¹

IMPLEMENTATION & PROCEDURES

1. Responsibilities

The Trustees and the Head have overall responsibility for ensuring that the School makes appropriate Learning Differences and Disabilities (LDD) provision. To facilitate this there is an Education Committee comprised of:

- A nominated Trustee who is the Chair plus other Trustees as required
- The Head (Senior and Prep)
- The Deputy Head Academic (Senior and Prep)
- The Head of Individual Learning (Senior and Prep)
- The Head of EAL (senior and Prep)

¹ The School pays heed to the Equality Act of 2010 and the 2014 SEND Code of Practice in terms of both present and prospective pupils:

- (i) The School does not treat disabled pupils less fairly unless, in the case of indirect discrimination, it is a proportionate means of achieving a legitimate aim.
- (ii) The School takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education.

The Committee meets at least three times a year. The Clerk to the Trustees is in attendance to take Minutes. The Chair reports to the main governing body.

Deputy Head Academic

- To ensure that appropriate arrangements are made for entrance examinations on receipt of a recent diagnostic assessment and in discussion with the Head of Individual Learning.
- To consult with Head of Individual Learning regarding new students.
- To consult with Head of Individual Learning regarding referrals, as appropriate.

Head of Individual Learning

- To ensure that children with Special Educational Needs and Disabilities are recorded on the SEN register.
- To inform teaching staff and those with pastoral responsibility for a child of the nature of the Special Educational Needs and Disabilities.
- To oversee adequate screening of all children new to the School in order to identify the likelihood of Special Education Needs and Disabilities.
- To provide specific information on the nature of the difficulty, the impact on learning and the provision necessary to meet Special Educational Needs and Disabilities for students with acute difficulties.
- To provide background information about common Specific Learning Difficulties (such as Dyslexia, Dyspraxia, Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder).
- To ensure that appropriate arrangements are made where students are entitled to concessions for Public Examinations.
- To review the progress of students with Special Educational Needs and Disabilities.
- To liaise with parents and external agencies.
- To discuss Special Educational Needs and Disabilities issues/requirements with parents, as appropriate
- To deploy and manage Teaching Assistants in accordance with the statutory needs of pupils with an EHCP

Heads of Department

- To ensure that issues regarding Special Educational Needs and Disabilities are discussed at least once every half term with colleagues
- To ensure that a child with Special Educational Needs and Disabilities experiences differentiated work as appropriate.
- Where there are changes of teacher within an academic year, to ensure that the new teacher is briefed regarding any child with Special Educational Needs and Disabilities whom they will be teaching.
- To make the Head of Individual Learning aware of any child who appears not to be making the expected progress and of the strategies, which are being implemented within the department to address the situation, using the referral process.
- To ensure that teachers within their department respond to requests for information regarding pupils already on the SEND register or those for whom additional needs are being investigated.

Subject Teachers

- To familiarise themselves with the information on the SEND register and to record (in whatever way is most appropriate for them) those students with Special Educational Needs whom they teach.
- To ensure that differentiation is used, as appropriate, and in line with the departmental policy, in order to allow children with Special Educational Needs and Disabilities greater access to subject matter.
- Where possible, to adhere to the provision necessary to meet the needs specified on the Pupil Profile sheet for those children identified and recorded as having acute needs.
- To discuss with Heads of Department or the Individual Learning Department any child causing concern due to a lack of expected progress.
- To respond adequately to requests for information regarding pupils already on the SEND register or those for whom additional needs are being investigated.
- To liaise with support provided in the classroom such as Teaching Assistants.

Senior Deputy Head Pastoral

- To ensure that issues regarding Special Educational Needs and Disabilities are on the agenda for the Pastoral meeting at least once every half-term.
- To ensure that Heads of Year monitor the progress of students with Special Educational Needs and Disabilities from the pastoral perspective.
- To consult with the Head of Individual Learning regarding referrals, as appropriate.

Heads of Year

- To collect information from tutors regarding concerns about students within their pastoral remit which might suggest Special Educational Needs and Disabilities.
- To advise tutors of strategies to support the progress of students with Special Educational Needs and Disabilities, from the pastoral perspective.
- To refer to the Head of Individual Learning, students who are causing concern.

Form Tutors

- To use feedback from subject teachers to monitor progress and inform consultation with Heads of Year wherever there are concerns.
- To be pro-active in encouraging the progress of students for whom they have a pastoral responsibility.

2. Identification

Pupils with LDD are identified in a number of ways:

Liaison with previous school – In the admissions procedure, information about a pupil's special needs will be recorded by the previous school on the reference. Schools may send information, such as previous IEPs, which documents the support a pupil has received. There is close liaison with St Edward's Preparatory School and the Individual Learning Teachers may visit other feeder schools if it is felt to be appropriate.

Parents – There is a section on the application/admission form requesting information on any difficulties the pupil has, which may affect learning. If there is a previous Educational Psychologist report then a copy is requested. A letter is sent to parents of pupils in Year 9 asking if they have any concerns before pupils commence their GCSE courses. Parents are encouraged to alert the School to any issues of concern throughout a pupil's education at St Edward's.

Screening – In September, all Year 7 pupils undertake the MIDYIS and Lucid EXACT tests as well as a range of screening assessments. The results of these tests help to identify pupils who may need additional support. Further testing takes place for all pupils in Year 9 to check the need for Exam Access Arrangements. However, the screening tests available to the School are indicative only: they are not infallible. In Year 10, all pupils take the Yellis tests, which may further identify pupils needing support.

Teaching staff - Teachers are asked to complete a Pupil Concern Sheet to highlight their concern about a possible learning difficulty in relation any pupil throughout the School, at any stage. Concern sheets are always followed up; the manner in which it is dealt with depends upon the nature of the concern. Pupils with a physical disability or medical condition are monitored through the pastoral system. Learning related concerns are referred to the Individual Learning Department by a member of the pastoral team.

Pupils – Pupils are encouraged to seek advice from subject teachers if they have problems that they are struggling to deal with themselves. Admissions test takes account of pupils' learning difficulties or disabilities.

3. Assessment

Routine Assessments – As outlined above these take place in Years 7 and 9.

Individual Assessments – the Individual Learning staff may carry out initial assessments and use the results to build a pupil profile and recommendations for teaching staff.

Educational Psychologist Assessments – The Head of Individual Learning may recommend a full diagnostic assessment by an Educational Psychologist or other relevant professional. Parents have responsibility for meeting the costs of this report.

Assessments for Exam Access Arrangements – A pupil may be recommended, because of their level of LDD, that Examination Access Arrangements should be considered. The report needs to have been carried out no earlier than Year 9 and any access arrangements that are put in place have to be a candidate's 'normal way of working'. A 'history of need' must be proved. Assessments must be carried out in line with JCQ requirement in school, not based on an Educational Psychologist report.

4. Additional Support

Pupils identified with learning needs are added to the Individual Learning Register. They are identified as:

M (Monitor), A (Action), P (Provision). The School's core curriculum is inclusive and differentiated. It is the School's objective to make provision to ensure that all pupils have access to a broad and balanced curriculum which is appropriate to the pupil's needs and abilities so as to promote attainments that are at least commensurate with their potential. To achieve this, the School, guided by the SEND Code of Practice (2014), has devised the following model of graduated provision:

Monitor (M) across the curriculum those pupils whose progress is significantly below that expected or who have a previous history of difficulties with learning and or literacy skills. Departments take responsibility for monitoring and making suitable provision for their learning needs.

Action (A) occurs when pupils are recognised with an identified additional need that requires further intervention. An individual Pupil Profile is compiled by the IL department. Subject teachers make provision for the pupil's LDD in their planning, delivery, interactions, assessments and expected learning outcomes, taking advice from the Individual Learning Department as appropriate.

Provision (P) of individual specialist teaching is made available if it is recommended by a specialist teacher, an Educational Psychologist or by another external professional.

- The Individual Learning Department compiles a **Pupil Profile** incorporating recommendations contained in a diagnostic report. The Profile is made available to subject and pastoral teachers.
- All pupils with IL teaching provision have individual targets drawn up by the pupil and specialist teacher for use in lessons and across the school. It is closely based on school reports.
- The individual targets are sent to parents and all teachers. They are reviewed and updated termly.
- Occasionally, it may be felt appropriate for a pupil to reduce their curriculum in Key Stage 3. In these cases pupils are able to receive their individual lessons within the Periods that have been made available.
- In Key Stage 4, a pupil may reduce their timetable by one subject (in most cases). This allows them to receive their individual lessons within the school day.
- If pupils are following a full timetable then Key Stage 4 have priority for lesson slots outside the classes timetable (before or after school/at lunchtimes)
- Pupils in Years 7, 8 and 9 may be timetabled on a rota basis and every effort is made to ensure that they do not miss any one subject more often than once a half - term. They are not withdrawn from English, Mathematics, Science, Technology, P.E or Games.
- Subject teachers remain responsible for making appropriate provision for pupils in their subject area.
- The cost of individual lessons is charged in arrears on the school bill.

5. Policy Evaluation

The effectiveness of the policy will be judged by:

The effectiveness of systems of identifying and assessing pupils

- Formal measurements including standardised tests
- By internal examinations and end of unit tests

- By the results of external examinations GCSEs and A Levels
- By regular review of pupils on the Individual Learning Register

The effectiveness of IL Targets

- Regular review of targets
- Feedback from subject teachers
- Consultation with pupils and parents

The extent to which LDD pupils realise their potential

- Regular informal and termly formal review of IL Targets
- Involvement in extracurricular activities
- By monitoring the sanctions list
- By checking personal organisation and homework records
- By responses from parents
- By checking Exam Access Arrangements at least annually.