

## SEND Policy (A2)

Scope:	Whole School (including Boarding)
Release date:	October 2021
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Author:	Head of Learning Support
Reviewer:	Deputy Head Academic
Approval body:	Risk and Governance Committee of the Board of Governors

### Linked documents

This policy should be read in conjunction with the following published documents

- SEND 3 Year Accessibility Policy (A15)
- Equal Opportunities and Diversity Policy (Internal)
- Safeguarding and Child Protection Policy (A6)
- Admissions Policy (A1)
- Boarding Information Handbook
- Curriculum Policy (A3)
- Teaching and Learning Policy (Magdalene House) (Internal)
- Assessment, Recording and Reporting Policy (Magdalene House) (Internal)
- Behaviour Policies (A4)
- Anti-Bullying Policy (A4)
- Educational Visits Policy (Internal)
- Boarding Information Handbook
- Whole School COVID 19 Risk Assessment

## Acronyms

ASD	Autism Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CIE	Cambridge International Exams
CPD	Continuing Professional Development
EAL	English as an Additional Language
EAP	English for Academic Purposes
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
HoLS	Head of Learning Support
JCQ	Joint Council for Qualifications
KS2	Key Stage 2
LEA	Local Education Authority
LSA	Learning Support Assistant
MFL	Modern Foreign Languages
MHPS	Magdalene House Preparatory School
MidYIS	Middle Years Information System
NNC	New National Curriculum
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
WGS	Wisbech Grammar School

## Roles

Head of Learning Support	Mrs Hannah Wakefield (HKW)
International Strategy Academic Coordinator	Mrs Sarah Fox (SCF)

LSA	Mrs Christian Ayling (CMA)
LSA	Mr Freddie Whatling (FJW)
LSA	Miss Emma Brown (EMB)
LSA	Mrs Alison Kelly (AMK)

## Availability

This policy is available to parents and prospective parents on the School website, and a printed copy may be requested from the School Office/Pupil Services Team.

## **Scope**

Wisbech Grammar School encompasses both a Senior School and a Preparatory School. Throughout this policy, the term Wisbech Grammar School refers to both Schools.

## **Legislative Context**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to 'have regard to the Code of Practice' This means that we must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

## **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions. A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.'

Some children and young people with SEN may also have a disability. Under the Equality Act 2010, the definition of a disability is: 'a physical or mental impairment that has a substantial and long-term negative effect on someone's ability to do normal daily activities.'

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition as detailed in the Code of Practice, 2014.

## **Rationale**

This policy explains how Wisbech Grammar School makes provision for pupils with SEND, in accordance with the current legislation and in line with the School's ethos.

Wisbech Grammar School is a selective co-educational independent school. We believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

Wisbech Grammar School is committed to providing a sufficiently challenging curriculum for all its pupils. All pupils have individual needs, which put personalised learning at the heart of our teaching and learning. All staff are responsible and accountable for the development and progress of the pupils in their class.

All pupils have an entitlement to the following:

- Staff commitment to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those pupils identified as SEN.
- Courses that lead to examinations and accreditation.
- An entitlement beyond subject teaching, including preparation for senior school life, adulthood and preparation for the world of work. This should include extra-curricular activity, personal social education, visits to local places of interest, careers guidance, visits to local industry, work experience, community service and, in some circumstances, counselling.

The school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, and those needs are made known to all who are likely to teach him/her.

The school will do its best to ensure that all practitioners are able to identify and provide for those pupils who have special educational needs and ensure that they are included in all lessons and activities alongside their peers as far as is practically possible.

### **Partnership with Parents**

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with SEN and ensure that parents are notified of a decision by the school that provision is being considered or made for their child.

Partnership with parents and guardians plays a key role in enabling children and young people with SEN to achieve their potential. WGS recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## **Specialist Staff and Facilities**

The Head of Learning Support is responsible for the organisation of Learning Support within Wisbech Grammar School.

Mr F Whatling is a part-time Learning Support Assistant (LSA) working with pupils within the classroom or in small withdrawal groups as necessary.

Miss E Brown is a full-time LSA working in the Prep School.

Mrs A Kelly is a part-time LSA working within the classroom, delivering small group or 1:1 interventions.

Mrs C Ayling is a full-time LSA working within the classroom, delivering small group or 1:1 interventions.

Mrs J Bodger is the Governor responsible for SEND.

The Learning Support classroom and office are sited in the IT corridor of the Senior School, close to the Prep School.

## **Identification and Assessment of SEN**

### **On entry to Wisbech Grammar School**

Pupils entering the school with a known difficulty must provide full details and relevant documents such as a screening result, assessment report or EHCP.

Pupils who have been assessed by an educational psychologist or specialist teacher assessor will be added to the Learning Support register and staff notified of the pupil's additional learning needs. International pupils' maths and English are assessed before entry, and a further English assessment is sat when they start at Wisbech Grammar School.

### **Screening: dyslexia**

Prep 6 take an on-line dyslexia screener test (GL Assessments) as part of the Entrance Assessment. Prep 3 take an on-line dyslexia screener test (GL Assessments) in their first term. In the Prep School new pupils (from Prep 3 upwards) are automatically screened for dyslexia on their assessment day. Parents of those pupils that have some level of dyslexia indicated by the screener are consulted and full assessment discussed. Pupils joining the Senior School in years other than the 1st Form, sit the on-line dyslexia screener test (GL Assessments) as part of the Entrance Assessment.

### **Assessment fees**

£150 for a full assessment

£60 for an update assessment

An update assessment may be required in the 3rd or 4th form to meet the requirements for awarding Access Arrangements in external exams.

## **Screening: dyscalculia**

A dyscalculia screener (GL Assessments) is available for Prep pupils based on referral from class teacher and Head of Learning Support. Parents of those who have some degree of dyscalculia indicated will be consulted and we will endeavour to focus TA and/or LSA support for the pupil within Maths lessons.

CAT 4 tests are given to the Prep 6 and external candidates before entry to the Senior School. Results from these tests may be used as indicators to help identify any pupils who may have SEN.

CAT tests are given from Prep 4 – Prep 6 in the first Michaelmas Term and these results, when compared to attainment levels, may be used as indicators for specific learning difficulties.

## **Staff Referrals**

Class and subject teachers make regular assessments of progress for all pupils.

In the Prep School if a class teacher feels that a pupil is struggling with core subject areas (literacy and numeracy) they discuss this with the Head Teacher or Leader of Teaching and Learning and Head of Learning Support. An online testing system (GL Assessments) is administered annually from Prep 2 - Prep 6 and the results are used to track pupils' progress. From Prep 4 upwards results are reported to parents in the Trinity Term reports. If evidence of a specific learning difficulty seems likely or if progress is not as expected, parents are asked to meet with the class teacher, Leader of Teaching and Learning and/or Head of Learning Support to discuss strategies for learning that may include assessing the pupil further.

If a pupil displays ASD, ADHD, SLCN, ODD or OCD traits this would trigger a discussion with parents and referral to the relevant agencies (NHS Community Paediatric Service).

In both schools the grade card system allows Class Teachers, Form Tutors and Heads of Section to monitor pupil attainment and engagement. These systems allow staff to identify pupils making less than expected progress given their age and individual circumstances.

Pupils may be referred to a Head of Learning Support because they are showing some of the following characteristics:

- delayed language acquisition
- significantly slower auditory or visual processing speeds than that of their peers
- significant difficulty with acquiring literacy or numeracy skills that will allow them to access the secondary curriculum
- a difficulty with understanding and managing their behaviour and social skills

A referral from a member of staff would lead to the following action from the Head of Learning Support:

- screening results, test results and grade card responses would be reviewed
- discussion with Form Tutor, Head of Section and subject teachers
- in addition, observation of the pupil in class may be appropriate

Following this procedure, a meeting between parents, Head of Learning Support and Form Tutor and/or Head of Section would be arranged to discuss ways to support the pupil.

### **Parent/Carer Referrals**

Parents and carers sometimes voice concerns about their child's progress. A meeting between parents, Form Tutor/Class Teacher, Head of Learning Support and Head of Section would be arranged to discuss these concerns and the process detailed above set in motion if deemed appropriate.

### **Pupil Referrals**

Pupils sometimes approach their Form Tutor/Class Teacher or the Head of Learning Support with concerns about their learning. In these cases, a private discussion will take place together with encouragement to involve the pupil's parents further along the referral process.

## **SEN Support**

The Code of Practice 2014 refers to a 'graduated approach to SEN support'. How far a pupil needs to be supported along these steps depends on their level of need. At WGS, support is graduated in the following ways:

1. The Head of Learning Support advises teaching staff of strategies and methods that will enable the pupil to access the subject areas. Pupil engagement and attainment is monitored.
2. The Head of Learning Support may decide, after consultation with parents and staff, that a full assessment of the pupil's learning difficulties is required. The Head of Learning Support is able to signpost an external, full diagnostic assessment for dyslexia. A pupil's observed difficulties may require onward referral to the Community Paediatric Service or to an outside agency such as an educational psychologist. If appropriate, where mental health issues are impacting on learning, pupils have access to a school counsellor.
3. The advice contained within a full assessment report may trigger a need for learning or literacy support lessons on a 1:1 basis. There is an additional fee for these lessons, currently £28 per hour. The lessons are delivered by the Learning Support Team. Literacy intervention programmes are tailor-made to support the pupil's difficulties. The following can also be provided:
  - Higher level spelling skills and strategies
  - Reading comprehension support
  - Study skills
4. If a full assessment takes place, the report's findings may lead to further in-class support strategies being put in place for the pupil. The LSA would be involved with supporting these pupils in the classroom.

5. For those pupils unable to access the full MFL curriculum there is the opportunity for them to receive LS lessons with a member of the Learning Support Department in a small group in lieu of one MFL.

### **Behaviour and Sanctions**

Staff should adopt a flexible approach when dealing with behavioural difficulties exhibited by SEND pupils. The Head of Learning Support will advise on appropriate strategies to support the pupil's difficulties which may have led to their challenging behaviour.

### **Reviewing Progress**

Pupils with an EHC Plan have an Annual Review in accordance with the Special Educational Needs and Disability Code of Practice (0-25 years). Targets are set and reviewed on a termly basis.

All Senior School pupils are regularly monitored throughout the term using the Grade Card or Achievement Profile system. Class teachers of Prep School pupils who are receiving additional support have regular meetings with the Head of Learning Support, and/or the LSA to review progress in meeting targets. SEND pupils receiving a 1:1 literacy intervention programme are formally assessed at six monthly intervals. This provides a comparison with the pupil's initial literacy levels, peer group levels and informs planning for subsequent lessons.

The Head of Learning Support is available to discuss a pupil's progress at parents' evenings and private meetings. Parents also receive information via written reports in the Michaelmas and Trinity Terms.

### **Exam Access Arrangements**

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Reasonable adjustments in external exams (GCSEs, IGCSEs and GCEs) can only be awarded to those pupils whose difficulties/disabilities are significant and fulfil the JCQ (Joint Council for Qualifications) criteria. Examples of access arrangements include having extra time to complete an exam paper, having a reader and/or a scribe and supervised rest breaks.

Where a candidate has been granted supervised rest breaks we provide an area next to the exam hall which is equipped with comfortable seating. Staff are on hand to assist the candidate as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from chronic fatigue, hyperactivity, obsessive compulsive disorders or long-term health conditions.

If a candidate has been granted the use of a prompter, the person appointed to act as a prompter is made aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder.



For those candidates with a disability, or who experience extreme anxiety, seating is available outside the exam hall to enable them to sit and rest before they enter the examination.

Candidates who may become unwell during the examination, due to the nature of their disability, are seated close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.

The Learning Support team have received Reader and Scribe training, based on JCQ regulations (Communicate-ed). ClaroRead training has also been delivered and is used by a number of pupils.

Exam invigilators are made aware of the Equality Act 2010 and are trained in disability issues.

General teaching staff, acting as invigilators, are made aware of candidates with special needs and any action that may be required in their case. Staff receive a document reminding them of their need to be aware of the implications of the Equality Act 2010 to the exam situation.

The Head of Learning Support is required to gather a range of evidence to show that the pupil is allowed to receive the access arrangement. This evidence includes educational psychologists' or specialist teachers' reports, medical reports, internal test and exam papers, teacher assessments and class work that shows the pupil's 'normal way of working'. It is the JCQ who make the final decision as to whether they will allow the candidate to use a particular access arrangement.

**Assessment and Exam Procedures in the Prep School**

Pupils in Prep 5 and Prep 6, who have documentation supporting their SEND, may have extra time provided for the end of year assessments if they meet the current criteria (see Appendix 2). This will help to build the 'evidence of need' file as detailed above. For children in younger year groups, additional time for tests or readers/scribes is permitted at the discretion of the class teacher and Head of Learning Support.

The Prep School Transfer Form for Special Needs documents the diagnosis and support received while in the Prep School. This is transferred to the Senior School (or other school) at the end of the Trinity Term in which the child reaches Year 6.

### **English as an Additional Language (EAL) and English for Academic Purposes (EAP)**

English as an additional language is not a special educational need although some pupils may fall into both camps. We provide opportunities for EAL pupils to develop and use English as follows:

- a welcoming environment in which children can feel confident and can contribute in English
- effective models of spoken and written English within the class and School in general
- differentiated activities and resources within the classroom, as necessary

### **International Pupils**

International pupils' maths and English are assessed before entry, and a further English assessment is taken when they start at Wisbech Grammar School.

Support in English as an Additional Language (EAL) and English for Academic Purposes (EAP) is provided at a level appropriate to each pupil's needs.

Progress is monitored and reported in the same manner as other pupils.

Pupils generally follow a reduced number of academic options to allow time for this additional English support. Pupils entering pre-A Level study GCSE subjects, but may not sit exams. Each pupil's programme is considered individually.

### **Able, Gifted and Talented (AG&T)**

Some pupils who are particularly gifted in one or more fields may also have special educational needs that require adjustments from staff and other pupils in order for the pupil to achieve their full potential, both academically and socially.

## **Appendix 1: Staff training**

Wisbech Grammar School is committed to improving and updating staff awareness of best practice in teaching pupils with learning difficulties/SEN.

The SEN list is updated monthly, and the Head of Learning Support keep staff updated with information about these pupils at weekly briefing meetings and half - termly staff meetings.

The Head of Learning Support and Exams Officer liaise regularly regarding the Access Arrangements Regulations (JCQ and CiE) and cascade to subject staff any changes made regarding special arrangements and adjustments.

### **All Staff training record**

March 2021: Differentiation and the Remote Classroom

September 2021: SEN specific provision - picture of need and strategy banks for difficulties we see in our classrooms at WGS.

September 2021: Staff training – supporting our pupils with SEND – delivered by HKW.

### **Learning Support Team training record**

June 2021: Reader and Scribe Training – delivered by HKW.

### **Head of Learning Support training record**

September 2021: Access Arrangements Assessors Qualification - Patoss

August 2021: JCQ Access Arrangements CPD 2021/22 – delivered by PATOSS

### **Support materials for staff**

There are definitions of specific learning difficulties, research documents and other CPD material in the Learning Support file on the computer system to inform, aid and support teachers, LSAs and TAs when working with children with SEN. Additional resources are available from the Head of Learning Support, which cover topics such as Dyslexia, Dyscalculia, Dyspraxia, ADHD and Autism Spectrum Disorders.

Teaching and learning resources can be remastered on request by the Learning Support Department, and staff are encouraged to use such materials as models for designing their own departmental resources.

## **Appendix 2: Arrangements in School Exams/Tests in Magdalene House**

The criteria are based on the current NC KS2 guidelines for Access Arrangements. They also reflect current JCQ arrangements at secondary level.

### **25% Extra Time**

To receive 25% extra time a Magdalene House pupil should meet at least 2 of the following criteria.

- A reading score of 84 or below in a single word reading test.
- A score of 84 or below in a timed reading test (accuracy plus reading rate).
- A processing speed score of 84 or below.
- A free writing speed within the below average range
- A significant discrepancy of 30 standard score points between cognitive ability and literacy attainment.

### **Reader support**

To receive a reader a Prep pupil should have reading scores of 84 or below in both 1 and 2.

A reader will not be allowed for tests where decoding English is the primary function of the test (e.g. Progress in English tests). A reader may be appropriate in a text based Maths test as long as the criteria above are met.

### **Prompters**

A child with severe attention challenges who is supported by a prompter in normal classroom practice may be supported by a prompter during the test.

### **Transcription or Word Processing**

Transcription or Word Processing may be appropriate for a child with significant handwriting problems.

All tests used to produce evidence for the above criteria should be up-to-date, fully standardised and age-appropriate.

## **Appendix 3: Laptop and Word Processor Policy September 2021**

This policy is informed by the current JCQ regulations (September 2021)

A laptop or word processor is a useful tool for a pupil/candidate with:

- a specific learning difficulty for whom the ability to write legibly is impaired
- a physical disability
- poor handwriting
- planning and organisational difficulties when writing by hand
- a medical condition

Permission to use a laptop in lessons is given after consultation with the Head of Learning Support, subject teacher(s) and parents/guardians. Pupils with the difficulties detailed above will be the primary candidates offered this adjustment in class.

Pupils and parents will be reminded of the regulations on bringing personal laptops into school.

### **Exams**

The use of a laptop and ClaroRead (if necessary) for external exams, controlled assessments, internal exams and tests is permitted if the following criteria are met:

- the laptop use is appropriate to a pupil's needs
- the laptop use reflects normal way of working in the classroom and for homework
- spelling and grammar checker are disabled