

LEARNING SUPPORT POLICY (Special Educational Needs and Disability Policy and Procedure)



MONITORING: Head of Learning Support
UPDATED: November 2021
REVIEW DATE: November 2022

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (Department for Education, February 2013)
- The Children and Families Act 2014
- The SEN and Disability Code of Practice, 0-25 years 2015
- Independent Schools Inspectorate Commentary of the Regulatory Requirements 2021
- Keeping Children Safe in Education 2021 (KCSIE, September 2021)
- Joint Council for Qualifications Access Arrangements and Special Arrangements 2021/2022

and reference is made to the following school policies:

- Safeguarding Policy
- Disability and Accessibility Plan

Aims of the Policy:

Caldicott School believe that every pupil is to be supported to develop their full potential, academically, socially, and emotionally. The school recognise that some boys face barriers to learning which calls for special provision to help them achieve. At Caldicott we are committed to provide an inclusive curriculum to ensure the best possible progress for all pupils. All pupils are entitled to receive a broad, balanced education and to take part in every aspect of school life. We aim to provide a secure and sensitive environment in which all boys can thrive. Teachers have a role in the identification of and the need to meet differentiation such needs. A whole school approach is operated to manage and provide support for those boys with a special educational need.

Disability:

The Equality Act 2010 defines a disability as 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities.' The Equality Act 2010 makes discrimination against boys on the grounds of their disability unlawful.

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014. The SEN and Disability Code of Practice, 0-25 years 2015 which defines special educational needs (SEN) as follows:

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

The school Disability and Plan describes in more detail the steps that the school is making to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational services that we provide.

Special Educational Needs

Pupils identified as having a SEND need refers to those individuals who have an identified special educational need or need arising from a disability that requires additional support to that normally offered in school.

The school and individual members of staff are responsible to ensure that full access to the school services is provided. The school have a duty to make reasonable adjustments to ensure that this is possible and endeavours to ensure that the curriculum is accessible to all.

It is recognised that learning difficulties affect children who have a high intellectual and academic ability as well as those of lower ability. Often difficulties arise as the child has progressed up the school when educational pressures increase.

Additional Needs

An Additional Need (AN) refers to a provision which is not identified as a Special Educational Need, but a need none-the-less that is creating a barrier to learning.

Children are not regarded as having a learning difficulty solely because their first language spoken at home is different from the language in which they will be taught. We are aware that some children who are bilingual or may need EAL support may require specialist support. Please see the English as an Additional Language Policy.

Responsibilities:

The Head of Learning Support is Corinne Brown working in collaboration with the Headmaster, Deputy Academic, Deputy Pastoral and Governing Body, to take responsibility for the cooperation of this policy and co-ordination of provision.

The Head of Learning Support is a specialist dyslexia teacher who has gained an Assessment Practising Certificate which enables her to provide professional guidance in terms of appropriate provision in terms of exam concessions. Additionally, the department employ three additional staff members who are qualified to meet the needs of those with special educational needs and those who have English as an additional language to their first language.

The Governing body seeks to ensure that the school are fulfilling its duties to children with SEND. The Governor with oversight of SEND provision is Mr Jon Newton.

Teachers are responsible for the progress and development of pupils in their class, including where pupils receive specialist support. It is the responsibility of all members of staff to make themselves aware of the individual needs of the children they teach.

Admission Arrangements:

Caldicott is inclusive and welcomes applicants with disabilities and special educational needs. It maintains and drives a positive culture towards inclusion of disabled people and those with special educational needs and it will not treat an applicant less favourably on these grounds without justification. The school will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Needs and Disability Act 2001. However, at present, the facilities, physical and otherwise, for the

disabled and those with special educational needs are limited but it will do all that is reasonable to comply with its legal and moral responsibilities to accommodate the needs of applicants who have disabilities and special educational needs for which, with reasonable adjustments, the school can cater adequately.

Caldicott require that a child's special need(s) or circumstances related to their son's health, disabilities or learning difficulties must be disclosed at the point of application to ensure that the school is able to support the child satisfactorily.

Parents should forward a report from a clinician or educational psychologist to give the school a learning profile and make recommendations appropriate to the setting.

The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances. Based on such disclosure, the school will confirm whether it is fully able to meet the child's needs.

Additional Needs Support:

The approach to the identification, assessment and provision of individual needs is guided by the SEND Code of Practice, 2015. The model of action is designed to help children towards independent learning and developing confidence within the classroom setting. We follow a graduated response incorporating a programme of monitoring within the classroom, additional school support which may occasionally progress to the decision to seek external professional advice.

Identification and assessment:

Assessment forms the foundation of any intervention and allows us to establish a base line by which pupil progress can be measured. This ensures that pupils with SEN or additional needs make the greatest progress possible. The identification of individual needs is built into the school's overall policy, which serves to track the progress and development of all pupils. In addition, the following assessment arrangements are used.

- Informal observation and discussion with teaching staff
- Formal targeted observation
- Reading, spelling, writing assessment
- Lucid Lass online assessment for individual children
- External specialist support assessment and guidance

Provision:

Differentiated support within the classroom is the often first step to respond to a concern. The school believes that high quality teaching including differentiated classroom teaching will meet the majority of pupil needs. A whole school approach to supporting pupils in school is valued and subject schemes of work take account of the needs of all pupils, in terms of ability, special educational needs and aptitudes.

If required, further additional targeted interventions are implemented to support specific needs which may include small group work or individual 1:1 support. We recognise the benefit of early intervention and where input is required, pupil progress is recorded on an Additional Needs profile. Parent consultation is a valuable part of the identification process.

When a pupil has been identified as showing a significantly greater difficulty in learning and requires provision which is 'additional to', or 'different from' those of the same age, the level of support is often guided by professional advice which may lead to diagnosis of a special educational need. Pupils at this level are considered to have SEN and registered on the school SEND register. The Head of Learning Support is responsible for writing a learning

support plan for those with a special educational need or disability known as the SEND Profile. Working in partnership with parents and the child in question is key to supporting the child. The provision required for each pupil is specific to the pupil's needs. The school aim to raise aspirations of and expectations for all boys with SEND, by providing a focus on outcomes.

Those pupils with a Special Educational Need are identified within four areas:

- Communication and interaction differences, including autism spectrum disorder and speech language and communication needs.
- Cognition and learning needs, including specific learning difficulties affecting one or more aspects of learning such as dyslexia, dyspraxia and dyscalculia.
- Social, emotional, and mental health difficulties including ADD, ADHD, attachment disorder and difficulties that manifest themselves in different ways such as withdrawal or disruptive behaviour.
- Sensory and physical needs including visual impairment, hearing impairment, multisensory impairment and physical disability.

The school do not currently have any pupil with an Educational Health and Care Plan (EHCP). Should a local authority conclude that Caldicott should be a named school for a child, the local authority will retain its legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. This will include paying the fees charged by the independent school with the day-to-day practical responsibility of making provision as set out in the EHC plan.

There are no extra charges for additional support for pupils provided by the Learning Support Department staff. The school are happy to build a good working relationship with external specialists such as educational psychologists, occupational therapists, specialist teachers and speech and language therapists. However, the costs incurred for this support employed by parents are not met by the school.

Working in partnership with parents:

At Caldicott we strongly believe that parents play a vital role in supporting their child's learning. We make every effort to involve them at every stage from an initial concern, the identification of difficulties, through to the setting and reviewing of the pupil's targets and appropriate provision. The Head of Learning Support welcomes the opportunity to speak to parents who may have a concern about their child.

Individual Review:

The needs for each boy are reviewed at least twice per year with teaching staff and the Learning Support Department. Parents and boys are invited to contribute to reviewing how best to support their needs throughout the year alongside teachers who contribute to an individual learning plan.

Record Keeping:

The Head of Learning Support maintains a record on the school's management information system, iSAMS for each boy identified. A list detailing these boys and relevant documents is accessible to staff.

Examination Provision:

Children may be eligible for exam concessions such as supervised rest breaks, extra time, use of a Chromebook, or other special exam arrangements as demonstrated in school as a normal way of working. Such provision must be recommended by a formal report by an educational psychologist or professional with qualifications approved by the Joint Council for Qualifications (JCQ)

The school is required to contact the relevant senior school within a time frame to allow for appropriate arrangements to be made to discuss each SEND candidate's needs and whether there is a considered need for the award of exam access arrangements. JCQ guidelines for the implementation of reasonable adjustments is followed within school for all external examinations. In practice this means that whilst advice and recommendations may be given in external specialist reports, it may not be possible to follow these if the assessment data does not fall within the limits set down by JCQ.

Safeguarding:

The Designated Safeguarding Leads (DSL's), Ma'am Bisschop and Deputy Designated Safeguarding Lead (DDSL) Mr Legge, work with the Head of Learning Support, Ma'am Brown, who has oversight for SEND as part of the work carried out by the Safeguarding Committee. The support includes matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically. Safeguarding children with special educational needs is integral to the school Safeguarding Policy.

Keeping Children Safe in Education (KCSIE September 2021) indicates that where a pupil with a child protection file transfers to a new school, the DSL will transfer information the Child Protection file via secure transit to ensure that the named person with oversight for SEN are aware as required.

The DSL's complete regular training to provide them with the knowledge and skills required to carry out the role and enable them to be alert to the specific needs of children in need, those with special educational needs and disabilities and those with relevant health conditions.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- These children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- There is potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers or reporting of challenges.
- It is recognised that children with special educational needs and disabilities face additional risks online, for example, from online bullying, grooming and radicalisation and may need support to stay safe.

At Caldicott we identify pupils who might need more support to be kept safe or to keep themselves safe. A whole school approach is taken to meet the pastoral needs of pupils in school to include staff working in the boarding house and support staff.

Confidentiality:

The school respects parent's rights to confidentiality when supporting children with special educational needs.