

Learning Support Policy



(Special Educational Needs and Disability Policy and Procedure)

MONITORING:	Corinne Brown, Head of Learning Support
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School Setting

Caldicott is an all-boys independent preparatory school for boys aged 7-13.

The school believes that high quality teaching including where such adjustments have been provided will meet the majority of pupil needs. This may include interventions such as small group work or individual support. Additional support is provided for pupils with SEND: communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs.

The school do not have any pupils currently on role with an Education Health and Care Plan (EHCP).

Aims and Objectives of the Policy

Caldicott believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum. Every pupil is to be supported to develop their full potential, academically, socially, and emotionally.

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. Full inclusion in all school activities is ensured through consultation with external agencies and health and care professionals. A multi-professional approach is taken to meet the needs of vulnerable learners.

Teachers have a role in the identification and provision for pupils who have SEND and additional needs. The guidance provided in the SEND Code of Practice 2014 is integral to teaching practice at Caldicott. A whole school approach is operated to manage and provide support for those boys with a special educational need. Targeted continuing professional development ensures that there is a high level of staff expertise to meet pupil needs.

The school value the support of parents and carers and have good communication pathways to request, monitor and respond to both parental and pupil views to evidence high levels of confidence and partnership.

Reasonable adjustments are provided to enable all pupils to have full access to all elements of the school curriculum. The roles and responsibilities of all staff in providing for pupil's special educational needs are identified through regular consultation.

Compliance

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (Department for Education, February 2013)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- SEND Code of Practice 0 – 25 (2015)
- 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 2022/2023
- Independent Schools Examination Board SEND Guidance (2022)

and reference is made to the following school policies

- Safeguarding Policy
- English as an Additional Language Policy
- Disability and Accessibility Plan

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers. It 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.' This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

The school Disability 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.

We are aware of the non-statutory documents; Mental health and behaviour in schools (2018) and Counselling in schools: a blueprint for the future (2016) and are considering guidance found in these to support children who suffer from or are at risk of developing mental health problems.

Special Educational Provision

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

Caldicott takes a whole school approach to the provision for pupils with SEN through assessing, planning, delivering, curriculum adaptations, reviewing and recording of information, to ensure that all children achieve their potential. 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.

Identification and assessment:

Before identifying a child as needing SEN support the class teacher with the Head of Learning Support will establish a clear analysis of the pupils needs.

'Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENCo should assess whether the child has SEN'. SEN COD 0-25 (2014).

Assessment forms the foundation of any intervention. The identification of individual needs is built into the school's overall policy, which serves to track the progress and development of all pupils. This ensures that pupils with SEN or additional needs make the greatest progress possible.

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

Recognising that there is the need to make adaptations within the classroom setting is often the first step to a teacher responding to a concern. 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.

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 creating a plan tailored to the pupil with a special educational need or disability known as the Personal Education Plan. 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 pupils 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.

Provision:

Analysis of pupil needs is an ongoing process of formative, summative and diagnostic assessment and an integral part of the teaching and learning process at Caldicott providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. 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.

There are no additional charges for additional support resourced within school for pupils with special educational needs. 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 who are employed by parents. The costs incurred for this external specialist support are not met by the school.

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.

The Graduated Approach:

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.

- Assess: The class or subject teacher, working with the Head of Learning Support, will carry out a clear analysis of the pupil's needs

- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The Head of Learning Support will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is usually reviewed on a regular basis; the impact and quality of the support and interventions is evaluated through formative and accumulative assessment by the teacher and Head of Learning Support along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents.

The above process will assist the Head of Learning Support in determining what needs should be registered for that child on the Learning Support Register

Additional Needs

Where there are additional needs such as having English as an Additional Language (EAL), pupils are not identified as having a special educational need or disability (SEND). It is recognised that there may be a barrier to pupil progress due to a developing language proficiency and opportunities are available for specialist study support. Parents who wish to arrange for this opportunity are advised that there is a charge for specialist support.

English as an Additional Language:

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 have English as a secondary Additional Language may need EAL support may require specialist support.

The school will work to achieve the following for EAL pupils

- For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils
- Teachers will show differentiated work in their planning, have high expectations and recognise that EAL pupils need more time to process answers
- Any barriers to learning and assessment will be considered
- The school welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school
- The school will enable EAL pupils to develop an understanding of and respect for British culture.
- The school implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- We aim to help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.

Please see the English as an Additional Language Policy.

Medical Needs:

Caldicott also recognises that some pupil needs relate to a medical need requiring their teachers to make adaptations within the classroom to support their learning progress

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. In addition, the department includes two part time specialist learning support assistants and an EAL specialist.

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 and accountable for the progress and development of pupils in their class, including where pupils access support from learning assistants or specialist staff (SEND Code 2015 6.36).

The Role of The Head of Learning Support:

Responsibilities include:

- Compiling and managing the SEND Register for their relevant year groups
- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for pupils with SEN
- Overseeing the records of all pupils with SEN
- Developing effective ways of overcoming barriers to learning
- Ensuring that individual learning support plans are produced where necessary, completed and reviewed each term
- Reading / summarising / disseminating information regarding educational reports
- Liaising with teaching staff
- Liaising with secondary educational establishments to discuss transition
- Advising / liaising / managing the deployment of additional teaching staff
- Organising meetings with external agencies and reviewing support
- Managing and developing the effective use of the school's resources
- Contributing to the development of curriculum policies to ensure that the provision for pupils with SEN is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Analysing data, monitoring progress and providing additional support to SEN pupils working in class
- Liaising, advising and supporting parents of pupils with SEN
- In consultation with the Senior Management Team, will review the quality of teaching including contributing to and supporting teachers' understanding of strategies to identify and support pupils with SEN, through appropriate training
- Attendance at school safeguarding meetings

Storage and Managing Information

The school will continue to use the system of iSAMS to store information and Personal Education Plans and to record the steps taken to meet the needs of individual pupils.

The Head of Learning Support is responsible for ensuring that records are kept and available when needed. They are kept on iSAMS and secured online Caldicott staff site. The Personal Education Plan is regularly shared with parents.

Personal Education Plans are completed for pupils whose difficulties affect their day-to-day performance in the classroom. The aim of these is to target specific areas of learning or behaviour. Targets should be in addition to the normal learning targets and should be:

- CSMART – challenging; specific; measurable; achievable; realistic; time-bound.
- Related to the subject area
- Relate to the area of need for the child. For example, communication and interaction, social, emotional and mental health, cognition and learning and physical and medical needs.
- Adaptive teaching where the teacher provides concrete examples, hands on activities, cooperative groups, pre-teach key concepts before the lesson, use different visual aids, enlarge font etc.

Learning Support Register and Educational Reports

The Learning Support Register is managed by the Head of Learning Support and is available for reference on iSAMS. Reports written by other professionals, are kept on iSAMS and any paper copies are stored in a secure filing system in the Learning Support Department office.

The Head of Learning Support will ensure that all staff are familiar with the Learning Support Register and the identified strategies for learning in relation to the pupils they teach.

Training and Resources:

The Head of Learning Support is a full-time member of staff. Additionally, there are two part time specialist teachers and two learning support assistants working within the department.

Pupils who type as a normal way of working in lessons have access to a Chromebook dedicated to the Learning Support department.

Caldicott recognises the importance of training and promotes opportunities in order to maintain the quality for teaching and provision and maintain the quality of teaching and provision to respond to the strengths and individual needs of all pupils. Teachers have access to online specialist support training such as Tooled Up and ReseachEd. Additionally, external professionals, with special interests working with children with Autistic Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) provide regular advice opportunities for teachers working with individual pupils to meet their specific needs.

All new staff undertake induction with the Head of Learning Support to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils that they teach.

Valuing Parents and Carers

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.

Considering the Pupil's Views and Opinions

At Caldicott, the pupil's views will be sought whenever possible. Pupils attend regular meetings with the Head of Learning Support to discuss their progress and the support provided within school. Pupil contributions are regarded as invaluable though as a school.

Admissions

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 staff resources for working with boys with special educational needs are limited. We will do all that is reasonable to comply with 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.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of pupils are always considered so that individual pupils can participate fully in the event. Risk Assessments are carried out for all trips and outings off site.

Examination Provision:

Access Arrangements allow candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, extra time, supervised rest breaks, a word processing facility, readers, scribes, prompter and modified question papers.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner and their normal way of working. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

ISEB Common Pre-tests Examinations:

Parents are required to make an application to the ISEB if they would like exam accommodations to be considered for the Common Pre-tests. As part of creating the applicant record in the ISEB Guardian Portal, a parent/guardian must complete the SEND section. If a parent/guardian is registering an applicant with SEND, they should first check

with the senior schools (to which they are applying) what documentation is required as proof of SEND status. In most cases it will be an Educational Psychologist's report (or other suitably qualified professional). If a parent/guardian wants to request 25% extra time it is likely the school will request proof that the applicant's reading speed or cognitive processing is less than average. A parent/guardian will decide if they want to request and upload evidence of SEND status before they will be able to complete their requests.

Parents/guardians are encouraged to seek support from the Head of Learning Support at Caldicott, for advice about what 'normal ways of working' the school currently provides and if 25% extra time or supervised rest breaks will be suitable for their child when taking this type of test.

Common Entrance Examinations for SEND and EAL pupils:

For Common Entrance examinations, the Head of Learning Support will contact the relevant senior school to discuss the pupil needs. ISEB is aware of JCQ regulations and recommends that they are followed. An ISEB SEND report will be completed prior to the Common Entrance examination and will be shared with the senior school. Computers may be used by candidates who have specific learning difficulties. In particular cases, a reader or amanuensis may be considered appropriate. For visually-impaired candidates ISEB can arrange for copies of the examination papers to be enlarged.

Candidates whose first language is not English are allowed to use English to first language dictionaries. They are also allowed up to 10% extra time if they have studied in the medium of English for fewer than three years. This must be agreed in advance with the candidate's first-choice senior school.

Procedures for Resolving Complaints about SEN Provision

This follows the school complaints procedure.

Safeguarding

The Designated Safeguarding Leads (DSL's) are Sarah Bisschop and Deputy Designated Safeguarding Lead (DDSL) Craig Legge. They work closely with the Head of Learning Support, Corinne 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.

Appendix

Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many

pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.