

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



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DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



POLICY STATEMENT

The Grange School aims to develop the talents of all pupils to enable them to flourish both in their school life and in the future. At the heart of this development is the relationship between the School, parent and child. Each child is considered as an individual and we seek to look at all their issues as a whole in order to provide the best possible support.

We are committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled. We pride ourselves in offering our pupils a high level of care and support. Our aim is to apply a whole School policy to meeting each child's individual needs, both physical and mental.

The Grange School is also committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities.

We also seek to ensure equal treatment for everyone in all aspects of School life. This policy applies to the whole school including EYFS.

This policy should be read in accordance with the current SEND Code of Practice

AIMS OF THE POLICY

The aims of the policy are:

- to set out the principles under which we support all pupils at the School in accordance with our statutory duties
- to set out the current practice in both Schools

OTHER RELEVANT POLICIES

In reading this policy you should also consider and consult the following policies:

- Accessibility Plan
- Anti-bullying
- Behaviour and Discipline
- Admissions Policy
- Complaints Procedure
- Educational Visits
- Mental Health Policy

For academic staff there is additional information in the Staff Handbook.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



REVIEW DATES AND APPROVAL

To ensure the effectiveness of the policy, it will be closely monitored and will be formally reviewed and revised in light of any legislative or organisational changes.

This policy is reviewed by the Nominations & Compliance Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

Last reviewed: May 2024

Next review: May 2025

Persons responsible for review: Head of Learning Support (Senior School), Head of Learning Support (Junior School) and Whole School SenCo

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



ADMISSIONS AND PUPILS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

The School is selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment.

The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils with Special Educational Needs and Disability (SEND) and learning difficulties are also welcome. Both the Junior School and Senior School have specialist teams of staff to deal with such difficulties. The practical application of these commitments varies slightly between the two Schools due to the different age ranges and the details of practices and procedures at each School are set out in separate appendices to this policy. There is a dedicated team at each School, the details of which are set out in the attached appendices. These teams can help with a range of issues looking at each child as a whole and considering all physical and mental aspects of their development.

THE SELECTION PROCESS

The School's selection policy is described in its prospectus and admissions policy. Applications are welcome from all. Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude. The School will treat every application from a disabled pupil in a fair, open-minded way.

Parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the School before they sit the entrance exam so that adequate provision can be made for them on the day. Parents may be asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements. The school welcomes pupils with neurodiverse approaches to learning if it is deemed an appropriate environment where we can support their specific needs. The neurodiversity we most commonly see includes: dyslexia, dyspraxia, ADHD, and ASD.

ENGLISH AS AN ADDITIONAL LANGUAGE

Since entry to the Senior School requires pupils to satisfy the demands of the entrance examination, pupils whose first language is not English will be considered if the standard of their written and spoken English allows them to access the curriculum successfully.

Pupils with English as their second language will be referred to our EAL Coordinator for assessment so that, where required, 1:1 intervention tutorials can be arranged in consultation with the Senco, parents and Academic Deputy. Largely, such lessons will take place instead of a modern foreign language but there is flexibility dependent on the specific needs and also strengths of the pupil concerned.

We use the Common European Framework of Reference for Languages (CEFR) to assess all EAL pupils' language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered the language.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



Our EAL Coordinator will plan interventions and areas of focus in liaison with the English Department to improve confidence, maximise potential and allow students to demonstrate their true ability.

Any more extensive concerns about a disparity between ability and performance will necessitate investigation into the possibility of specific learning difficulties, just as it would with pupils whose first language is English.

At The Grange School, we recognise and value our pupils' home language, background, and the valuable contribution that pupils who speak English as Additional Language bring to our school. We recognise bilingualism as a strength and believe that cultural and linguistic diversity is a rich resource for the whole school.

We aim to improve the speaking and listening, reading, writing and understanding of children for whom English is an Additional Language, to be proactive in removing barriers that stand in the way of our EAL pupils' learning and success, to provide any newly arrived children with a safe and welcoming environment, to use all resources possible to raise the attainment levels, to make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of all EAL pupils in school, to provide effective and personalised teaching and learning through early identification of the children's needs, to gather accurate information about children's backgrounds and educational experiences, to liaise with the teaching staff to identify and support pupils learning, to assess pupils level of language where necessary on arrival, to monitor the progress of pupils learning EAL in all aspects of literacy including speaking and listening, reading and writing; as well as other areas of learning. The EAL coordinator and all teaching staff work together to ensure that good practice is maintained across the school regarding EAL Teaching and Learning.

All school staff will develop pupils spoken and written English by: planning and delivering lessons that address the specific needs of EAL pupils/bilingual pupils in their classes, ensuring that vocabulary work covers the technical language as well as the meaning of everyday words, modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the classroom. We also encourage the use of pupils' home language to support their learning and development of English.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



BEFORE ENTRY

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and enrichment activities before their child becomes a pupil at the School.

BARRIERS TO LEARNING

The School recognises that there are social, emotional and behavioural barriers to learning. These can include physical disabilities as well as mental illness or learning difficulties. Sometimes these can also cause behavioural issues. The School aims to work together with families to overcome or minimise these as far as is possible looking at each child as a whole.

Since pupils with SEND have very different needs, the School recognises the importance of communicating closely with parents and children and enabling them to participate in decision making with regards to learning assessments for their child and related targets for improvement. The School also promotes the wider personal and social development of all pupils.

IDENTIFICATION AND PROVISION

As a general principle both the Junior School and the Senior School adopt the approach of Assess-Plan-Do-Review, as advocated by the Department for Education. Details of this are set out in the relevant appendices.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities or concerns may wish to obtain copies of the School's accessibility plan from the School office. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings, scattered site and resources.

OTHER ADJUSTMENTS

The School is always keen to hear suggestions of other adjustments it can make to ensure the aims of this policy are met.

AUXILIARY AIDS AND SERVICES

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled pupils and in particular the duties on Schools to include the provision of auxiliary aids and services (which has been effective from 1 September 2012). Each case is considered individually and "reasonable adjustments" are made wherever possible to ensure inclusion and equality.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



PUPILS WITH EDUCATION HEALTH CARE PLANS AND CARERS

Pupils with an EHCP from their local authorities can access the School, provided that the learning environment suits their needs. If a pupil with an EHCP requires their dedicated carer in School, then this can be accommodated.

If an EHCP is considered necessary in order to support a pupil fully, this will be discussed with parents and initiated by the SENCo.

THE LEARNING SUPPORT DEPARTMENT

The learning support department is staffed by specialists who are able to support pupils with specific learning difficulties. In particular, our staff have specific expertise in dyslexia, developmental coordination disorder, autism (autistic spectrum disorder) and attention deficit (hyperactivity) disorder.

Some disabled pupils may also require specialist support from the Pupil Support Department. This would always be discussed with parents before their child enters the School.

Pupils with identified or suspected learning difficulties can be assessed by a specialist so that the areas that require support can be identified. Further details of this are set out in the attached appendices as they vary slightly between the Junior and Senior School. Specialist one-to-one lessons and help with study skills are offered outside and within the normal timetable. The School works closely with the child and their parents to take account of their views and to help them to overcome the barriers that their difficulties present.

Pupil Passports, i-Sams, CPOMs and Provision Map are currently used to record the identification of specific difficulties, strategies for effective teaching, areas for focus and interventions to date. Provision and support are reviewed regularly with parents.

ROLE OF THE WHOLE SCHOOL SENCO

The Whole School Senco works alongside Heads of Learning Support and academic and pastoral deputies to determine the strategic development of the SEND policy and provision in the School in order to cater for the individual needs of pupils with SEND, and ensure a joined-up approach to SEND across both schools, ease transition and optimise use of our resources.

Responsibilities can be broken down under the following headings:

Strategic overview of learning and pupil support across the whole school

- Ensure that the whole school complies fully with all relevant legislation and national expectations pertaining to SEND and disability rights, updating, developing and amending school policy as required.
- Work with academic and pastoral deputies, Junior School and Senior School Heads of Learning Support and with the Head of the Whole School Counselling Service to ensure unity and smooth progression across the schools in terms of our academic and emotional support.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



- Ensure that the views of both pupils and parents are sought and considered at all stages

Overarching responsibility for identification and assessments

- Work with the Junior School and Senior School Heads of Learning Support to agree and ensure effective process is followed in terms of identification of pupils with additional needs with attention to pupil and parent voice
- Oversight of in-house screening and assessment tools and processes
- Oversight of whole school SEND register
- Liaise with external agencies including educational psychology services, health and social services, and voluntary bodies, as required.

Overarching responsibility for support and interventions

- Overall responsibility for ensuring our systems of information sharing enable relevant members of staff to understand and respond to specific needs and difficulties of pupils identified
- To work with the Senior School and Junior School Heads of Learning Support to agree and oversee interventions
- To ensure that Junior School and Senior School Heads of Learning Support work alongside respective academic deputies and Heads of Year to track and monitor progress of all pupils with additional needs or on SEND register.
- Work with departments to improve their SEND provision

Annual Review for all pupils on SEND register

- To coordinate and record annual reviews for those pupils who are placed on the SEND register and work with Junior School and Senior School Heads of Learning Support to amend Pupil Passports and Support Plans accordingly.
- Where an EHCP exists , coordinate the reviewing and implementation of the EHCP.

Overarching responsibility for access arrangements for public examinations

- Work alongside Heads of Learning Support and the examinations officer to ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures
- Ensure all necessary documentation is in place to substantiate the need for appropriate access arrangements
- Make an application for those pupils who require access arrangements and remain compliant with the requirements of the JCQ in all respects.

Deployment of staff and resources within Pupil Support

- Oversee staff deployment, appraisals and SEND/mental health training opportunities across both schools
- Manage acquisitions and budget and liaise with the bursary over matters of financial administration.

Counselling and mental Health

- Oversight of the Counselling Service
- Work alongside Head of School Counselling to develop whole school wellness initiatives and to coordinate our annual Wellfest across both schools

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



- Deputy DSL (to Junior School, Senior School and 6th Form DSL)

ROLE OF THE HEADS OF LEARNING SUPPORT

The Head of Learning Support in each part of the School has an important role in working alongside the whole Senco and taking a more operational role in terms of the implementation of our policy. Provision for pupils with SEND is a matter for the school as a whole. The role of the Head of Learning Support is to support and enable all colleagues to fulfil this role.

There is a separate Head of Learning Support for the Junior School (Mrs Alexa Sneath) and Head of Pupil & Learning Support for the Senior School (Mrs Sarah Wild). They will liaise closely with the pupil's teaching staff, family and where appropriate, with the School's nurses and with external agencies. The Heads of Learning Support attend regular external training in order to remain current with latest developments in policy and best practice. They also facilitate the provision of support right across the School through influencing and enabling all members of staff to deal with issues proactively and professionally.

Responsibilities will include:

- day to day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- screening, recording results and carrying out further diagnostic testing where appropriate. In more complex cases parents will be advised of educational psychology services or other outside agencies
- liaising with and advising fellow teachers
- helping classroom teachers to identify and make provision, through normal classroom differentiation for children with SEND
- liaising with parents of children with special educational needs, attending all parents' evenings
- liaising with external agencies including educational psychology services, health and social services, and voluntary bodies, if deemed appropriate
- planning and implementing interventions on the basis of assessments and following the advice of outside agencies or EHCP (Educational Health Care Plan)
- maintaining SEN records so that they are readily accessible to staff.
- providing information on all children with SEND to all members of staff who may be involved with them.
- tracking and reviewing progress and the effectiveness of support and interventions
- co-ordinating with Whole School SENCO to carry out annual reviews for those pupils on our SEND register
- liaising with parents and children at all stages and involve them in decision making.
- ensuring that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures and that all the necessary documentation is in place.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



TEACHING STAFF

All Staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation.

All staff are expected to be aware of the learning support needs of all the pupils they teach, and to ensure that the needs of each pupil are addressed during classes.

All teaching staff are given regular training on working with SEND by the Heads of Learning Support and the team. This training focuses on helping each child to reach their maximum potential, and on the appropriate adjustments (for example, extra time in tests and exams, large print, using coloured paper or classroom strategies such as providing partially completed notes, that can give full access to the curriculum and facilities of the School to the greatest extent possible.

The School trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of more able and talented pupils). The Heads of Learning Support liaise with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The Heads of Learning Support have an important role in ensuring consistency of approach by all teachers in providing, for example strategies and approaches that will assist in the classroom on a day-to-day basis.

SCHOOL BEHAVIOUR AND DISCIPLINE

The School takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The approach of the School varies depending on the age of the child and further details can be found in the Anti-Bullying policy and the Behaviour and Discipline Policy. The School's objective is to ensure that a pupil with SEND or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies and the School rules make clear the seriousness of bullying, victimisation and harassment in all its forms. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs.

PARTNERSHIP WITH PARENTS AND PUPILS

The School's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The Heads of Learning Support, other pastoral staff, and School nurses who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if there is a specific concern.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



GOVERNORS

The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND, both with and without EHCPs, is adequate and secure. The governor with responsibility for SEND is Mr Trevor Brocklebank.

The role of the governing body includes:

- ensuring that provision is made for pupils who have SEND
- ensuring that the needs of pupils with SEND are made known to all who are likely to teach them
- ensuring that teachers are aware of the importance of identifying, and providing for, those children with SEND
- ensuring that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensuring that the quality of SEND provision is continually monitored, evaluated and reviewed
- ensuring that SEND provision is an integral part of any development plans for the School

EXTERNAL AGENCIES AND SUPPORT NETWORKS

The School is committed to developing the talents of all pupils to enable them to flourish both in their school life and in the future. Therefore, the School may obtain help and advice from any external agency or support network that may be available to assist the teachers, parents or pupil.

COMPLAINTS

The School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the School office for any parent who wishes to consult it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



APPENDIX 1- SENIOR SCHOOL PRACTICE AND PROCEDURES

This section sets out the practice and procedure at the Senior School in order to realise the aims and objectives of the policy, in particular in relation to pupils with learning difficulties.

The specialist team at the Senior School comprises:

- **Mrs Melanie Plant – Whole School SenCo**
- **Mrs Sarah Wild- Head of Pupil Support**
- **Mrs Anne Carroll – Access arrangements coordinator**
- **Dr Sandra Martin- EAL Coordinator**
- **Sarah Johnson- Head of School Counselling Service**
- **Emma Blake- School Counsellor**

A. School context and responsibilities

Staff awareness is maintained by:

- Summaries of all diagnostic reports and learning needs, which are provided to all teaching staff on i-SAMS (Pupil Lists), updated annually in the light of 1:1 sessions with form teachers, pupil reviews, parents evenings and updated assessments. General advice is also provided in the Pupil Support Handbook.
- Pupil Lists on i-Sams also includes information on pupil welfare and trip planning where appropriate, on provision and on tracking and reviewing.
- Whole School INSET on aspects of SEND: this is regarded as a priority and is undertaken regularly either in-house or by inviting outside agencies. A joint programme of SEND INSET training for all staff is currently being planned.
- All new members of staff complete training in SEND in their first term at the school, which provides an overview of those specific difficulties most commonly encountered and the strategies we can employ in the classroom in order to support the pupils on our Register
- It is the responsibility of the Head of Department to ensure that the Schemes of Work and associated resources apply to a range of aptitude, ability and learning styles and that these are available for class teachers to use within each Programme of Study. To this end every subject/department should have a considered policy of differentiation, the responsibility for the development of, and review of which, lies with the Head of Department. Ways in which we can actively promote and consider the wellbeing of all pupils should also be included in schemes of work across the school, particularly where topics are of a sensitive nature.

The Head of Learning Support works in partnership with the Whole School SenCo, The Head, Heads of Year, Form teachers and teaching staff to ensure that pupils on the SEND Register are supported effectively.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



B. Provision: Identification, assessment and support

Adequate progress

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more effective it is likely to be. Assessment should not be regarded as a single event but rather as a continuing process.

A child's needs may become apparent through:

- admission procedures
- teaching within the classroom
- screening procedures (Baseline Assessments and Screening)
- inconsistencies in Baseline Assessment and current attainment
- expression of parental concerns;
- further specialist assessments undertaken by the SEND team.

The key test of the need for action is evidence that current rates of progress are inadequate or there appears to be a discrepancy between ability and performance. There should not be an assumption that all children will progress at the same rate and there may also be other reasons for such a discrepancy. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- is in line with baseline ability level

Screening and testing

- The most effective way to identify pupils with SEND is to train all members of staff so that they can recognize specific difficulties in their pupils and consult with the Head of Pupil Support. Regular INSET and close liaison between the Head of Pupil Support and teaching staff are regarded as essential. INSET training covers neurodiversity such as dyslexia, developmental coordination disorder, ASD and ADHD.
- The CAT4 baseline assessment tool is used with all Year 7 pupils to provide an up-to-date learning profile.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



- In addition, the school screens all pupils on arrival in Year 7, using the Semerc GL Dyslexia Screener, which is a computerized testing tool and a useful preliminary indicator that further investigation may be necessary. This is fully explained at the New Parents and Pupils evening in the June preceding the beginning of Year 7 at Senior School.
- Should there be cause for concern as a result of the screener, from a subject teacher or from the Head of Year (who will also flag up persistent or unexplained underachievement) the Head of Learning Support will add monitoring details to i-Sams on Pupil Lists and will seek to build up a profile of the pupil. This is done by sending out questionnaires to subject teachers and by consulting with form teacher and Head of Year. The Head of Learning Support will also analyse the CAT 4 baseline assessment scores, school reports and discuss the matter with parents. Either monitoring or diagnostic assessment procedures are then put into place.
- If appropriate, and after discussion with parents and pupils the Head of Pupil Support will organise specialist assessments using recognized and recommended testing tools appropriate to the age and needs of the individual pupil. They will report findings and recommendations both in writing and verbally to staff so that they are able to provide appropriate support within the classroom. Such diagnostic assessments will also be used as evidence to substantiate the access arrangements required by many of our SEND pupils in external examinations. These are updated and maintained according to the JCQ Regulations and Guidance for Access Arrangements, Reasonable Adjustments and Special consideration. Before and after diagnostic assessment takes place the Head of Learning Support will communicate closely with pupils and parents so that their specific needs and wishes are taken into account and appropriate provision can be made. Following assessment and discussion the Head of Pupil Support will produce a written report for parents detailing the tests used and the findings of the assessment. To facilitate knowledge and understanding for both parents and pupils an advice booklet is also provided.
- In more complex cases the services of an Educational Psychologist, specialist assessor or outside agency are advised or a report or medical letter is requested. If recommendations are made, the Head of Learning Support will discuss these with relevant staff, and they will take note of recommendations as far as possible given their capabilities.
- In addition, all pupils who come to the school at a later stage are screened as are new students entering the Lower Sixth.

Support for Pupils on the SEND Register

- For many pupils on our SEND Register, staff awareness of their specific difficulties will be sufficient to enable the pupil to thrive. The whole school INSET training provided in SEND enables the staff to appreciate the nature and implications of the most commonly experienced difficulties and to adapt their teaching and classroom management accordingly.
- Pupil Lists on i-SAMS contains summaries of diagnostic reports or mental health difficulties for all pupils on our SEND register and the Handbook also includes general advice with regard to classroom strategies. The Whole School SenCo and Head of Learning Support

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



consult regularly with members of staff and further advice and updated information is provided at our weekly briefing sessions and by e-mail.

- The Whole School SenCo and Head of Learning Support will also seek to provide departmental-specific advice by attending departmental meetings where appropriate and running separate training sessions when requested.
- Pupils arriving in Year 7 will have been invited to be part of a Transition Programme in September. In future years this will be planned for Year 6 to allow longer for familiarisation and relationship building.
- Although pupils are not routinely withdrawn from lessons in order to receive specific support, specialist lessons are offered to all those on our Support Register in Years 7 and 8; time is made available for this by offering relevant pupils the option to learn two rather than three languages (including Latin). The course is designed to stress the importance of brain-friendly learning and include units of work under the broad headings of Reading, Writing and Remembering, tailored to meet the needs of bright, neurodiverse pupils who would benefit from developing efficient strategies for learning, in order to realise their full potential. In future years this is planned for Years 8 and 9 in order to allow time for settling and to decide who would most benefit from this provision. A support group for Year 7 will also be made available by working closely with our neurodiversity support club which crosses all year groups.
- One-to-one lunchtime tutorials with pupils from any year group can be arranged within the department on request and where possible.
- Sixth Form tutorials can be arranged at the beginning of each year on an individual basis and form part of their timetable. For many, a series of four or five sessions will help to promote higher level study skills whereas others may need to continue to receive support throughout the year.
- Specific pre-examination support is delivered in the form of Year group presentations offering help with revision strategies and techniques. Our Sixth Form team are involved in delivering such workshops.
- Peer support for our SEND pupils includes buddies, offered to all pupils in Year 7 and 8:
- Lessons are included in the Skills for Life programme (y7-11) which aim to facilitate greater understanding and awareness among peers for those member of our school community (and our world in general) with specific education needs or disabilities. They seek in particular to dispel myths and to promote an inclusive community. These lessons are planned by the HoD of PSHE and delivered by Form tutors

Provision for Pupils with Emotional, Social or Mental Health Difficulties

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



of conduct, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or Autistic Spectrum Disorder (ASD), though in the context of our school setting the term disorder is deliberately avoided where possible.

The Whole School SenCo will work alongside the Head of School Counselling in terms of offering support to pupils and also seeking to inform and support teachers by offering case conferences or child-specific training to enable staff to manage behaviour so that it does not adversely affect other pupils.

Our neurodiversity group is on offer to all pupils with AD(H)D and ASD (and their allies) and , tailored to the specific needs of those in the group (to encourage awareness, promote inclusivity as well as self-understanding and self-management strategies, social skills etc.)

Pastoral support is offered to all pupils through the pastoral support system described in the School Handbook, which begins with the pupil's form tutor. Pastoral support also includes access to counselling sessions to help pupils with emotional, social or mental health difficulties. These are delivered by counsellors within the School Counselling Service. Records of these sessions are maintained but with restricted access to respect confidentiality.

Where more specialist provision is required, appropriate referrals are made to CAMHS (Child and Adolescent Mental Health Services), through consultation with the school nurse. CAMHS will either provide the specialist support themselves or signpost the school to appropriate sources of support. CAMHS provide a service up to the age of 16 and then the pupil is transferred to the '16-19 Service'

Those pupils who require specific attention or care, especially when on residential trips will have an up-to-date Medical Plan and an indication on i-Sams of the considerations and actions required in the event of a school trip.

This section should be read in conjunction with our Policy on Mental Health

Record Keeping

- All concerns and related conversations with parents are recorded on are recorded on CPOMs.
- The whole School Senco and Head of Learning Support maintain an up-to-date record of those pupils who are giving cause for concern because of suspected learning difficulties (recorded under the appropriate heading on the Pupil Lists section of i-Sams) and in the case of pupil wellbeing and emotional concerns this is also indicated on i-Sams where the severity level is such that all teachers need to know.
- Copies of diagnostic assessment reports, if completed in school, are made available to parents and all diagnostic reports are held electronically on i-Sams under Pupil Lists under SEND

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



Files, where it is appropriate for all teachers to have access and on Pupil Manager under documents with the relevant permission setting in all other cases.

Managing Transition

- SEND support includes planning and preparation for the transitions between phases of education. To support transition, the Whole School SenCo and Heads of Learning Support from the Junior and Senior School meet regularly and especially prior to the move from Junior to Senior School. Information is shared and meetings are set up to involve parents and pupils. In addition, the Whole School SenCo and Head of Pupil Support makes a special visit to Junior School to meet all the new pupils who have already been identified as having any form of SEND. This year we are introducing a Year 6 Transition Programme to further support the progression from Year 6 to Year 7.
- In the summer term of the Lower Sixth Year all students with SEND will be informed about making preparations for university and applying for DSA. Contacts for updated assessments are provided and, where necessary, help is provided with completing the necessary paperwork. In addition, the SenCo and Head of Pupil Support make contact with universities or places of Further Education to share useful information or to alert Student Services, provided this has been agreed with the students themselves.

C. Provision: Evaluation and Development

Pupil Progress

- Progress and pupil reports are used to monitor progress. The success of our SEND pupils in relation to the success of other pupils is measured by analysing external examination results alongside baseline assessment scores.
- The effectiveness of provision is monitored and evaluated using data tracking, Parents Meetings, reviews and discussions with individual pupils. The Whole School SenCo and Head of Learning Support are available at Parents Meetings and make arrangements for longer, separate consultations where required. Phone calls or e-mails are encouraged as required throughout the school year, should any concerns arise. In the case of pupils, for whom closer monitoring of provision and progress is required, more frequent meetings are arranged with parents, the SenCo, Head of Pupil Support and Heads of Year as appropriate.
- The school is committed to involving parents/carers whenever possible. This is a commitment to all parents but it is especially important in the case of those whose children are identified with SEND. Their input in terms of assessment, support and evaluation of effective provision is invaluable and a culture of cooperation between pupils, parents, school and outside agencies is cultivated.
- Self-knowledge, self-reflection and self-management are encouraged: we operate a system of one-to-one conversations with form teachers, during which concerns relating to progress and any barriers to learning or well-being can be discussed.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



Training and Development

- The Whole School SenCo, Head of Learning Support and the Pupil Support Team undertake regular INSET training on all aspects of assessing and supporting pupils with specific learning difficulties. This is disseminated to staff, as appropriate through in-house INSET. A joined-up programme of SEND INSET is currently being planned across both schools. Case conferences on specific pupils will also be arranged with other teaching staff where appropriate and offer department-specific training where appropriate.
- There is an induction procedure for NQTs and new staff into the school's policy and procedure for SEND
- Regular meetings with the Junior School Head of Learning Support enable a unity of approach and a smooth transition between schools.
- Advice and support from outside agencies is sought from outside agencies where necessary and appropriate.

APPENDIX 2- JUNIOR SCHOOL PRACTICE AND PROCEDURES

This section sets out the practice and procedure at the Junior School in order to realise the aims and objectives of the policy, in particular in relation to pupils with learning difficulties.

The specialist team at the Junior School comprises Mrs Alexa Sneath – Head of Learning Support, who is supported by a number of Teaching and Learning Assistants, some of whom have specialisms.

A. School context and responsibilities

The Grange Junior School caters for children from the ages of 4 to 11. We specialise in preparing children for their entry to secondary education. As such we are a school that maintains a strong academic tradition that strives to provide the best possible all-round education.

The Head of Learning Support works in partnership with the Head, Deputy Heads (Academic & Pastoral) form teachers, Teaching and Learning Assistants (TLAs) and support staff to ensure that pupils on the Learning Support Register and the Monitoring List are supported effectively. All staff are responsible for children with SEND.

The Head of Learning Support's responsibilities are as detailed earlier in the policy, plus overseeing the work of Teaching and Learning Assistants.

Multi-disciplinary/interagency co-operation is in place to ensure our provision meets the needs of the children with SEND. We link with other independent schools, organisations, health and social service departments, and the local authority. We work on a regular basis with a number of specialists, such as assessors for ADHD, ASD, Speech and Language Therapists and medical practitioners.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



B. Provision: Identification, assessment and support

Adequate progress

Early identification, assessment and provision is of course desirable for any child who may have special educational needs. It is however important when working with younger children to recognise that children develop and mature at different rates. A child's difficulties may simply be due to immaturity or later development rather than the presence of a specific difficulty, and we always bear this in mind when carrying out screening of young children.

A child's needs may become apparent through:

- admission procedures
- teaching within the classroom
- screening procedures
- inconsistencies in Baseline Assessment and current attainment
- expression of parental concerns;
- further specialist assessments undertaken by the SEND team.

We adopt a graduated response which recognises that there is a continuum of needs. We have identified four key levels of support which help us to support each child fully (see table below for level descriptors).

If children reach Level 3, further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

In very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary (Level 4) If the child's needs are considered to be severe and complex, an EHC plan may be issued by the local authority.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



A School-based Graduated Response to SEN			
Action	Who is involved?	What is involved?	Next Steps
LEVEL 1	Parental/Teacher Concern. The class teacher is responsible for the pupils.	Differentiation The teacher plans for activities to be given to the pupils at the appropriate level in order for success and progress to be achieved.	If after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a move to Level 2 support is considered.
LEVEL 2	Class teacher and TLA support. For a child with a record of concern who is already being helped by teacher differentiation, TLAs would be involved for targeted 1:1 or group support.	Class teacher monitors progress of the student. The TLA works with the students in 1:1 sessions and/or small focus groups. They monitor progress and review regularly.	Additional and/or different activities / resources are used to meet the needs of the pupil. Head of Learning Support becomes more involved and more specific strategies are put in place to meet the individual needs of every child, e.g. Toe By Toe, Word Shark, touch typing etc. Parents are kept informed on provision in place.
LEVEL 3	A child with a continued record of concern or who has been reviewed by an Educational Psychologist. May have a Learning Plan in place, to be monitored by the Head of Learning Support and to have a well-structured strategy of support as advised by the Head of Learning Support/Educational Psychologist.	A Pupil Passport may be put in place: this contains internal advice and also from outside agencies such as Educational Psychologist. The same monitoring process occurs and the Head of Learning Support helps to set targets in line with the external adviser's recommendations.	The Passport is implemented in the class using the strategies and additional/ different resources suggested. Support from home is encouraged. The Passport is reviewed and updated annually or as required. The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



LEVEL 4	Students who have been monitored through successive levels with regular reviews. Student will have an EHC plan and the involvement of outside professionals.	In line with the recommendations from the statutory assessment the Head of Learning Support will put together a programme of support involving the class teacher, support teachers and outside agencies. Funding may be provided for specific support. The Head of Learning Support will monitor and assess the impact of this provision.	Multi-agency approach. Review meetings to ensure full monitoring of progress. All involved to provide evidence for continued support as the child progresses through the education system.
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Assessment, screening and testing

- The most effective way to identify pupils with SEND is to train all members of staff so that they can recognise specific difficulties in their pupils and consult with the Head of Learning Support. Regular INSET and close liaison between the Head of Learning Support and teaching staff are regarded as essential.
- Assessment should not be regarded as a single event but rather as a continuing process. The Junior School may screen new entrants for dyslexia as part of the admissions process, using the GL screening tool and other assessments as required. If the results give cause for concern, further assessment will take place.
- If appropriate, the Head of Learning Support will carry out specialist assessments using recognised and recommended diagnostic testing tools appropriate to the age and needs of the individual pupil. Findings and recommendations are reported to staff so that they are able to provide appropriate support within the classroom.
- In more complex cases the services of an Educational Psychologist or outside agency are advised. If recommendations are made, the Head of Learning Support will discuss these with all the staff, and staff will take note of recommendations as far as possible given their resources and capabilities.

Support for pupils on the Learning Support register

- For many pupils on our Learning Support Register, staff awareness of their specific difficulties will be sufficient to enable the pupil to thrive. Staff understand the nature and implications of the most commonly experienced difficulties and can adapt their teaching and classroom management accordingly, with guidance from the Head of Learning Support as required.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



- Children may be supported in class by the teacher or a teaching assistant. They may also be withdrawn from class to work in a small group or on a 1:1 basis with a teaching assistant.

Provision for Pupils with Emotional, Social or Mental Health Difficulties

A wide range and degree of mental health difficulties might require special provision to be made. These could manifest as issues of mood or behaviour.

Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or Autistic Spectrum Disorder (ASC).

In some cases, it is appropriate for the Head of Learning Support to offer case conferences or child-specific training to enable staff to manage behaviour so that it does not adversely affect other pupils.

Pastoral support is offered to all pupils through the pastoral support system described in the School Handbook, which begins with the pupil's form tutor. Pastoral support also includes access to counselling sessions to help pupils with emotional, social or mental health difficulties. These are delivered by the qualified staff within school, or by trusted external counsellors/psychotherapists recommended by the School. Records of these sessions are maintained but with restricted access to respect confidentiality.

Where more specialist provision is required, appropriate referrals are made to CAMHS (Child and Adolescent Mental Health Services), through consultation with the school nurse. CAMHS will either provide the specialist support themselves or signpost the school to appropriate sources of support.

Those pupils who require specific attention or care, especially when on residential trips, will be highlighted on iSAMS to indicate that these pupils have an up-to-date Medical plan, which will provide guidance to staff on their needs.

This section should be read in conjunction with our Policy on Mental Health.

Record Keeping

- All concerns and related conversations with parents are recorded on the CPOMS system and details relating to a child's specific difficulties are recorded on iSAMS.
- Diagnostic reports are stored electronically on iSAMS.
- Each pupil on the Learning Support Register has their own file which contains diagnostic assessments and reports.
- Teaching and Learning Assistants maintain their own records of the support they give to the children they work with. The Head of Learning Support has an overview of these.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY



- Support is detailed on the School's recording system, an electronic database called Provision Map. This gives information about the nature of support, how much time is given to each child, how often and who is delivering the support.
- Outline summaries of pupil reviews are documented on i-SAMS.

C. Provision: Evaluation and Development

Pupil Progress

- The effectiveness of provision is monitored and evaluated using internal assessments. The "Assess, Plan, Do, Review" cycle is used, as recommended by the DfE.
- The school is committed to involving parents/carers whenever possible. This is a commitment to all parents but it is especially important in the case of those whose children are identified with SEND. Their input in terms of assessment, support and evaluation of effective provision is invaluable and a culture of co-operation between pupils, parents, school and outside agencies is cultivated with the child at the centre of the process.
- Pupil voice: pupils are encouraged to participate in discussions regarding assessment of their needs.

Training and Development

- The SENCO undertakes regular INSET training on all aspects of assessing and supporting pupils with specific learning difficulties. Advice and support from outside agencies is sought where necessary or appropriate. This is disseminated to staff as required through in-house INSET. A joined-up programme of SEND INSET is currently being planned across both schools.
- The Head of Learning Support will also arrange specific training for an individual or a group of staff where appropriate.
- There is an induction procedure for new staff into the school's policy and procedure for SEND.
- Regular meetings with the Senior School Head of Pupil & Learning Support enable a unity of approach and a smooth transition between schools.