



NEWCASTLE UNDER LYME SCHOOL

Special Needs and EAL Policy

This policy relates to all children at Newcastle-under-Lyme School, including those in the Junior School and the EYFS. This policy is published to parents and prospective parents on the School's website and it is available upon request to parents and prospective parents.

1. Introduction

This policy has regards to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years January 2015 (SEND Code 2015) and outlines the essential elements contained within the SEND Code of Practice and the Early Years' Foundation Stages on the identification assessment and reporting of Special Educational Needs (SEND).

At Newcastle-under-Lyme School, we believe that all pupils have the same rights of access to an education, which offers equal opportunities for all. This should take account of all individual needs and differences.

SEND is part of the mainstream curriculum delivered by all our teachers, who have a shared responsibility for addressing the needs of all their pupils.

1.1 Intention of this Policy:

This policy is intended to outline for parents and prospective parents the provision that is made by Newcastle-under-Lyme School, including the Early Years Foundation Stage, for pupils with SEND, an EHC Plan or Statement of Special Educational Needs and for pupils for whom English is an Additional Language. This policy refers to pupils with Special Educational Needs [SEN] and those with Learning Difficulties and Disabilities [LDD] using the terminology SEND. As addressing individual learning needs is the key to student success, this policy seeks to inform teaching and learning throughout the School.

1.2 How the School sees inclusive Special Needs provision:

Newcastle-under-Lyme School is an independent day school for pupils aged 3 (rising threes) to 18, academically selective from age 5. We have high aspirations and expectations and want all pupils to feel that they are a valued part of our School community, as part of our commitment to help every child realise their full potential. We recognise that children have different needs at different times and it is the collective responsibility of teachers within School to address these needs and provide for them. Our aim is to help all children at Newcastle-under-Lyme School achieve full access to the curriculum including school trips and co-curricular activity and encourage all members of the School to develop an awareness of and respect for individual differences and alternative ways of learning. Pupils with SEND have an entitlement to follow our broad and balanced curriculum, which is differentiated. This enables them to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of achievement and helps the pupil to focus on what they can do rather than what they can't do and thereby develop self-esteem.

This Policy applies to the whole School including EYFS. This document is published to parents and prospective parents on the School's website and is made available upon request to parents and prospective parents.

We aim to identify all children with SEND quickly but with thoroughness and seek to address the needs of all pupils with SEND at any time in their school careers. We aim to ensure that all teaching staff are fully aware of the School's procedures for screening, identifying, assessing and making provision for pupils with SEND by acting on any recommendations. We actively seek ways to make sure that SEND pupils can get full benefit from lessons.

This policy seeks to ensure that provision for children with special educational needs is a matter for the School as a whole. The aim is for inclusive education for all SEND students at Newcastle-under-Lyme School. As "All teachers are teachers of children with special educational needs" SEND Code of Practice: 2015, teachers are aware of SEND students' individual needs, ensure they have up-to-date knowledge about the implications of SEND and implement appropriate strategies in their classroom teaching liaising with SEND specialist(s) to identify areas of difficulty and agree appropriate strategies.

1.3 A definition of pupils with Special Educational Needs

A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for her/him. A child has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of children of the same age and/or has a disability which either prevents or hinders her/him from making use of educational facilities of a kind provided for children of the same age. Nationally, about 15 per cent of children may have some form of special educational need at some time. For the vast majority of children such needs are met within standard provision. Only around three per cent of children

nationally will have special educational needs of a severity or complexity which requires the LA to determine and arrange for special educational provision for the child by means of an existing legacy statutory Statement of Special Educational Needs or an Education, Health and Care plan (EHC).

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age. Where a pupil has special sensory or physical needs, the School may feel the need to draw on the help of specialist external agencies. A decision to do this would involve discussion between the Head of Learning Support or Learning Support Co-ordinator, senior academic and pastoral staff, parents, pupil and the pupil's Form Tutor or Class Teacher.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. As our pupils have been assessed in English as part of the School's selection processes no additional provision is made for teaching 'English as an Additional Language'. Should a need arise, following review by teachers, we would discuss with parents the best way forward. In the Junior and Senior School all external candidates are spoken with as part of the assessment process so that we can be sure that they are able to speak English.

1.4 Role of Governors

The 1996 Education Act re-iterated that the governing body should do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.

The Governing body should ensure that SEND provision is an integral part of the School development plan, and that quality of the provision is monitored.

The governing body may have a delegated member with particular responsibility for special needs.

The School's Governors, Headmaster and all other members of staff have regard to the Special Educational Needs and Disability Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs and learning disabilities and difficulties. The most recent changes to arrangements for Special Educational Needs came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 [SEND Code 2014].

The Governing Body's arrangements for coordinating SEND provision follow the Special Educational Needs and Disability Code of Practice, however, the implementation reflects differences in governance between maintained and independent schools. The Governing Body receives an Annual Report from the Headmaster and Head of Junior School. The Governing Body asks one Governor to take particular interest in SEND issues. Governors play a

significant part in overseeing school self-evaluation and review and will with the Headmaster decide the School's general policy and approach to meeting students' special educational needs. The Governors will ensure that:

- They are knowledgeable about the School's SEND provision, including how staff and resources are deployed
- They are aware of the monitoring of the operation of the SEND policy using quantitative and qualitative information

1.5 Staffing

School has Learning Support Co-ordinator in the Junior and a Head of Learning Support in the Senior School. They have general responsibility for monitoring the progress of students with SEND and maintaining communication with their teachers. Their more specific functions are listed below. Some students have complex needs and it is likely that in addition to the School's pastoral response, the Learning Support Co-ordinator or the Head of Learning Support has a close working relationship with parents and a role with local authority outside agencies where relevant. The role of the Head of Learning Support and Learning Support Co-ordinator includes:

- To co-ordinate provision for pupils with SEND Day to day operation of the School's SEND policy
- Contributing where necessary to the admissions process
- Contributing to planning and provision for students with other learning needs, to plan and implement strategies for support activities and lessons following an external assessment
- Liaison and advice to fellow teachers and staff
- In-service training on SEND for staff
- To maintain records and records of progress specifically
- To liaise with parents. We recognise that parents have knowledge and experience to contribute to the shared view of a child's needs and how best to support them
- To seek and respond to the views of the pupils, at all stages, so that they can contribute to the assessment of their needs
- Liaison and collaborative work with external support services including educational psychologists
- Co-ordinating provision of extra time or other access arrangements for internal examinations
- Ensuring that supporting evidence and appropriate access arrangements for external examinations are in place
- Reviewing progress of students with SEND with senior staff and compiling material to contribute to the Headmaster's and Head of the Junior School's Annual Reports for Governors

The Head of Learning Support in the Senior School is supported by two Learning Support Assistant (LSA), who can go into lessons to support pupils in the classroom if necessary, or if appropriate can work one to one with a pupil on a particular skill or subject area. The LSA also provides individual support with pupils who struggle with organisation and gives support for revision, note taking and summarising strategies at appropriate points.

The Learning Support Co-ordinator in the Junior School is supported by two Learning Support Assistants (LSA), who can go into lessons to support pupils in the classroom if necessary, or if appropriate can work one to one with a pupil on a particular skill or subject area. The Nursery SENCO provides additional advice in the Nursery.

2. Identification of children with Special Educational Needs

2.1 Admissions

Newcastle-under-Lyme School welcomes any child into our caring and happy environment when we feel we can meet their individual needs.

The method of selection for admission to the School varies according to the age of the applicant (see the School's Admissions Policy), and is designed foremost to assess the child's potential to flourish within the School's academic programme. Treating children as individuals is important to the School, and we welcome children with SEND provided that we can reasonably give them the support they need in order to thrive. As well as the prospective pupil meeting the School's entrance assessment requirements, the School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential throughout their time in the School so that the pupil will emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These principles extend to students with SEND, subject to the legal obligation to make reasonable adjustments and not to put any disabled student or potential student at a substantial disadvantage compared with any student who is not disabled. The School recognises that inclusive policies enhance the life of School and the education of its pupils, but also recognises that it is equally important to ensure that these policies do not impair the education or health and safety of any pupil.

The School therefore asks the parents of prospective pupils to provide information on any known special needs at the time of application, so that the School may arrange such advice and assessments as may be appropriate. The School reserves the right to take specialist advice from third parties on such matters, while respecting the sensitivity and confidentiality of such information.

2.2 Transition

The special educational needs of pupils within the School may be known before they start or may become apparent at any other time. For pupils joining from other schools, the Head of Learning Support is advised of any information provided by the pupils, parent or previous school. Medical information relevant to pupils' learning is made available to teaching staff. During the transition from Year 6 to Year 7, the Head of Year 7 aims to visit children in their primary schools during the summer term before they join the Senior School. If necessary the Head of Learning Support accompanies the Head of Year 7, so that we have an accurate picture of the child's needs before they arrive. This also provides an opportunity to speak to the child's current teacher so that as much continuity as possible happens. The child is invited to attend 'New Pupils' Day', which takes place in the first week in July. If the child is joining the Senior School from the Junior School the Head of Learning Support visits the Junior School to discuss what support the child has received, so that this information can be shared where relevant with Senior School staff. Furthermore, the Head of Learning Support meets with the Learning Support Co-ordinator (Junior) to discuss the transition of these students with SEND.

2.3 Identification

All children have individual needs. However:

- The Code of Practice determines that 'children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them'
- Children have a learning difficulty if they:
 - a) Have a significantly greater difficulty in learning than the majority of children of the same school age
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school
- Special educational provision means:
Educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in school
- The child's need may be because s/he is very able or talented. (see Gifted, More Able and Talented Policy)
- The child's need may be because English is not his/her first language, but should not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught
Therefore, the School regards SEND as a general term applying to any child who requires teachers to make responses beyond their normal teaching style.

These needs may be related to a difficulty in:

- Communication and interaction
 - Speech, language and communication needs (SLCN)
 - Autistic spectrum disorders (ASD)
- Cognition and learning
 - General learning difficulty
 - Specific learning difficulty (SPLD)
 - Moderate learning difficulty (MLD)
- Social, emotional and mental health difficulties (SEMH)
 - Mental health difficulties
 - Attention deficit disorder (ADD)
 - Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs
 - Hearing impairment (HI)
 - Visual impairment (VI)
 - Physical disability (PD)
 - Multi-sensory impairment (MSI)

It is the School's policy to screen all students using Lucid Rapid in Years 3, 5 and 7, and all new pupils in the Junior School during their first term in Years 1-6. If the results of screening indicate that there may be a possibility of dyslexia, the Head of Learning Support or Learning Support Co-ordinator contacts the child's parents to inform them of the result and they are provided with appropriate advice regarding follow up with an external specialist teacher for a more thorough and detailed investigation. The screening process tends only to highlight possible cases of dyslexia. The School does not possess the expertise to diagnose e.g. dyspraxia, ADHD, Autistic Spectrum Disorders, but the screening may highlight factors suggestive of these conditions. When the School believes that a student may have a complex condition such as this it will note these concerns, discuss them with parents and advise on how to obtain an assessment by an appropriate specialist if the parents wish or the School feel it would be helpful.

Where pupils appear to be achieving less well than baseline data would suggest, professional awareness of staff and working with parents ensures that concerns are looked into. Teaching staff receive training in the identification and support of students with specific learning difficulties. The identification of a special educational need for a pupil in the school may result from a referral from a member of staff teaching the pupil or their Form Tutor / Class Teacher or Head of Year [usually following identification of a trend], a parent or pupils themselves.

2.4 Further Screening

Every pupil in the School receives effort and/or progress grades at staged points throughout the academic year, full parents' evenings at least once a year and a Full Report over the course of a year. This allows for regular assessment and review of progress, and if there are any concerns they can be addressed as the need arises. The Learning Support Co-ordinator also reviews copies of a pupil's extended writing and internal examination scripts where such pupils have been referred by a subject teacher as having a possible learning difficulty or disability.

2.5 Follow up to Specialist Reports

If parents have obtained an assessment or Educational Psychologist's report, they are encouraged to engage in dialogue with the School and Head of Learning Support and once an appropriate course of action is in place, parents, the pupil and the pupil's Class Teacher, Form Tutor or Head of Year are involved to agree a programme.

3. Support for children with Special Educational Needs

3.1 The SEND Register

A copy of the list of SEND pupils is circulated to staff at the beginning of every year. This Register records the names, forms and a brief reference to the pupil's SEND. This is a list of those people who at any given time are deemed to need special education provision. The Register includes those who have an Educational Psychologist's report, those receiving additional support and those who have a physical disability which needs highlighting a special educational need. It will not include pupils who are academically weaker by Newcastle-under-Lyme School standards. Pupils who do not have a recognised condition identified by an Educational Psychologist's report but who have been referred to Learning Support are reviewed at regular stages during their school career by the Head of Learning Support who maintains a basic file on each pupil who has been referred.

Head of Learning Support, Mr Sparks

The Head of Learning support will:

- Monitor the provision
- Provide whole school staff training on an identified basis
- Keep a provision map to record 'additional to and different from' interventions
- Provide strategy cards for staff to aid differentiated and individual subject planning
- Liaise with and advise fellow teachers
- Liaise with Heads of Department over the placement of Learning Assistants
- Oversee the records of all children with SEND
- Oversee the work of Learning Support Assistants
- Liaise with parents

- Take responsibility for the operation of the SEND policy and for co-ordinating provision for children with SEND, particularly through SEND Support and Education and Health Care Plans
- Ensure that appropriate individual learning support plans are in place
- Ensure that review meetings take place and new dates are arranged
- Be responsible for requesting involvement of outside agencies, including statutory assessment, and collecting any relevant information from them

3.2 Strategy Cards and One Page Profiles

Information from the external assessment and strategies for the classroom are distributed as individual 'Strategy Cards' or 'One Page Profiles' which summarise a description of the special educational need and explain the strategies that staff should employ in their lessons to support the child. When the Card or Profile is created it is done in full consultation with the child, their parents and the advice provided in a specialist report. Parents are invited into School annually to meet with the Head of Learning Support or the Learning Support Co-ordinator and, with the child, the Card or Profile is reviewed and amended ready for the new academic year. Parents are encouraged to contact the Head of Learning Support or the Learning Support Co-ordinator at any point in the year if they have any concerns at all about their child's needs. The Card or Profile is stored in a central file in the School's Intranet so that all teaching staff have access to it and it can be amended during the year if the necessary. All staff in the School respond to the strategies on the Card or Profile, so there is continuity from lesson to lesson.

The Head of Learning Support has responsibility for ensuring Cards or Profiles are drawn up and for seeing that they are made available to Class Teachers and Form Tutors, subject teachers, filed in pupil's personal files and summarised onto the school database. This is the standard mechanism by which SEND pupils, parents and staff are kept informed of the child's needs and the provision being made. In the Junior School, the Learning Support Co-ordinator, in conjunction with the teacher, has similar responsibilities.

The School encourages a whole School approach towards the support of students with a Learning Disability or Difficulty. Each member of staff is expected to be aware of the pupils in their groups on the SEND register, to have read the Card or Profile for those pupils and where possible make reasonable adjustments within the classroom as suggested by the bullet points listed. All staff are aware of a child's needs and their teaching should reflect this. The work that is set should be accessible to all and sympathetic to the child's needs. The use of ICT, where appropriate, is encouraged. The responsibility for assessing whether targets have been met lies with the Head of Learning Support, Learning Support Co-ordinator and Learning Support Assistant(s) in conjunction with the subject teachers.

3.3 Staff Training

The whole School staff are provided with training at appropriate points in the year using in-service training day time and are kept up to date with changes in legislation as they happen. The School is developing a wide-ranging approach to study and learning skills, for example Maximize Revision and Learning Techniques in Years 10 and 11, and is committed to constant review of the effectiveness of its teaching and learning for all students.

3.4 Reasonable Adjustments

Where a student or applicant to the School is able to cope with the academic demands of the School as long as reasonable adjustments can be made, the School will strive to ensure that such adjustments are made and that the student is not disadvantaged. Examples of areas where the School has, and will continue to make reasonable adjustments, are as follows:

- Relocating lessons to alternative, more accessible locations (such as ground floors with easy access).
- The use of electronic devices when required.
- Providing large print copies and alternative paper colours.
- Catering for special dietary requirements.

Fees The Head of Learning Support and the Learning Support Co-ordinator have a small amount of Learning Assistant time at their disposal to give help where appropriate, either within a lesson or by withdrawal. There is no extra charge for this, assuming standard levels of contract.

Any provision beyond that which is deemed reasonable may incur extra costs.

3.5 Students with Physical Disabilities

Our School is spread across a large site, including a number of old buildings. However, huge improvements have been made to the site over the last few years and there is now level access to the majority of buildings on the site. We have just completed a large building project in which there is a lift, level access and the new building conforms to regulations as specified by the Equality Act 2010. Over the years we have installed ramps and handrails and relocated classes and teachers to allow students with special needs to be able to fully access the curriculum. Facilities for children with special educational needs at the School include those which increase or assist access to the School by students who are disabled. Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert agencies.

3.6 Pupils with a Statement of Educational Needs or EHC Plan

Pupils with Statements from their Local Authorities, who are suited to the School's educational offering are welcome. Students with a Local Authority EHC Plan (previously known as a Statement of Special Needs) may join the School if they satisfy its academic entry requirements and will not be disadvantaged. The SEND Code of Practice 2014 states that the LA has a statutory duty to monitor and annually review provision for all students with an EHC plan, whether they are in the maintained or independent sector. The School complies with the requirement to undertake an Annual Review in conjunction with LA advisors. In cases where a student cannot access their education at the School owing to their SEND and where these SEND have become apparent since they joined, the School may ask the student's local authority for an EHC assessment to be carried out with a view to them receiving an EHCP and accessing additional support to help the student.

If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc, this is accommodated, provided that the carer has an enhanced DBS check arranged by the School and complies with the School's current child protection. The School requires a carer to sign a written agreement undertaking to comply with the School's Child Protection (Safeguarding) Policy and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site. A pupil's dedicated carer is not a School employee and the pupil's parents are asked to provide the School with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to the child they support.

3.7 Access Arrangements

The Head of Learning Support and the Learning Support Co-ordinator takes full responsibility for the administration and application of examination access arrangements. The Head of Learning Support collates evidence of those pupils who are entitled to access arrangements in public examinations for the Examinations Officer. Pupils with examination concessions also receive these in internal examinations in accordance with JCQ regulations. The Head of Learning Support and the Learning Support Co-ordinator advises the Registrar on suitable arrangements for entrance examinations. Parents of applicants are asked to provide additional information on their child's difficulties or disabilities. The Registrar writes to parents to advise on the access arrangements which will be made in the examination and invites them to provide any further information.

4. Monitoring and Evaluation of Academic Progress and Pastoral Welfare

4.1 Academic Progress

Regular meetings are held between the Head of Learning Support at the Senior School and the Learning Support Co-ordinator at the Junior School. Both meet regularly with senior managers. Academic progress and pastoral issues for pupils receiving support are monitored through:

- School reports
- Subject and class teachers
- Parental contact either through parents' evenings, email, telephone or individual appointments. Where the Head of Learning Support or the Learning Support Co-ordinator contacts parents a written record of such conversations is retained
- Examination results both internal and external
- Interim Grades and Reports
- Information on behaviour and discipline

Each pupil's strengths and unique qualities are built upon in order to develop their self-confidence and self-esteem to meet their welfare needs and to meet their academic learning needs.

The Head of Learning Support or the Learning Support Co-ordinator recommends involvement of external professionals where appropriate. Where pupils still have existing legacy 'statements' or have a Education, Health and Care plan (EHC), the Deputy Head [Pastoral], Head of Learning Support or Learning Support Co-ordinator, a pupil's Form Teacher and the School Nurse in the Senior School or Head of Junior School, Head of Learning Support or Learning Support Co-ordinator, Form Teacher and School Nurse in the Junior School will liaise with medical and Social Services, and with voluntary bodies. In appropriate cases, it may be suggested that a pupil meets where necessary with a Counsellor or School Nurse. The Head of Learning Support or the Learning Support Co-ordinator works closely with the School Nurse to ensure that appropriate provision is made and that the full progress [academically and socially] of the individual pupil occurs throughout their time in the School. Where behaviour targets are set by the School for pupils, it is ensured that the pupil's SEND condition does not mean that they receive less equal treatment than those pupils without SEND conditions.

4.2 Pastoral Care and Welfare

The School encourages pupils with SEND, through support, to take a full part in the School community and successfully develop physically, emotionally, intellectually and socially. The School seeks to ensure that parents and pupils are fully aware of what actions to take should they have concerns that a child may be having difficulties at school either pastorally or academically linked to SEND. In addition to meeting the needs of pupils in academic and co-curricular provision, the School seeks to ensure that their needs in terms of pupil welfare and pastoral care are fully met. It is acknowledged that children with SEND may need extra or

different help from that given to other children of the same age. In addition to the needs related to thinking and understanding, children with SEND may need additional help as a result of physical or sensory difficulties, emotional or behavioural difficulties, difficulties of speech or language or how they relate to and behave with other people in the school setting. A SEND pupil could demonstrate these difficulties in expressing themselves or understanding what others are saying, making friends or relating to adults and behaviour in school. The School seeks to ensure that strategies are in place and difficulties addressed through its Learning Support, Class and Form Teachers and counselling activities.

4.3 Attendance

Heads of Year in the Senior School and the Deputy Head of Junior School receive reports on lateness and absence of pupils with SEND [along with those for all pupils] and patterns of lateness or absence are notified to the Deputy Head [Pastoral] or Head of Junior School following discussion with a pupil's Class Teacher or Form Tutor. Where patterns appear to suggest that there may be a problem with a particular pupil, these are investigated.

4.4 Medical Welfare

The School has a full-time School Nurse and a Local Authority nurse, who visits the School for half a day once a week. The LA Nurse can organise external agencies to come into School as necessary, as well as being available herself for the pupils to talk to. The Autism Outreach Team come into School, for specific children, usually half termly, when there is a child in School for whom they need to provide support.

The School Nurse has responsibility for monitoring and recording the administration and recording of giving of medication. Where parents advise that a pupil requires medication during the school day, they complete a form with information for the School Nurse, who holds the medication and administers it according to the guidance provided on the form by parents. This policy applies to all pupils, including those with SEND.

5. Pupils for whom English is an Additional Language

EAL is used when referring to pupils where the mother language at home is not English. We welcome and value the cultural, linguistic and educational experiences that multilingual pupils, including EAL pupils, bring to the School. Parents are asked to indicate the main language(s) spoken at home when a pupil joins the School.

In order to cope with the academic and social demands of the School pupils must be fluent English speakers. Given the academic demands of the School, a student who is not a fluent English speaker but has nonetheless satisfied the School's academic entry requirements may find the pace challenging. Where appropriate the School may recommend tuition in English as

an additional language and will offer to make arrangements for this so that the student is not disadvantaged: there may be an additional charge on the school fees for such support.

6. Advanced Educational Needs (AEN) Pupils

There are a number of pupils who demonstrate high levels of ability, specific gifts and particular talents. It is our aim to make sure that these needs are met.

In the Senior School age range, a list of AEN pupils are identified and updated annually. The decision on who to include on the list is based on baseline data at Year 7 and Year 12 entry and is school wide. The baseline data in use includes MidYIS data, scholarship information and Reasoning Test data which is generated as part of the entrance tests into the Senior School. At Year 12, use is made of ALIS data in addition. At no point is a pupil removed from the list.

Within many lessons there are opportunities for some differentiated tasks which provide stretch for the most gifted learners. In some subjects where it is seen as beneficial, setting is introduced and different groups work at different speeds and undertake more work beyond that outlined in syllabus materials.

Supporting the work in lessons, many departments arrange clubs which focus on developing the interests which are generated within lessons. For example, some clubs include more advanced practical activities, investigations off syllabus and reading groups for more advanced pupils. In some subjects, more gifted students help with pupils in younger years who may be struggling with that subject. Some departments provide clubs which work outside of year group boundaries to help the most able and gifted to develop.

7. Spiritual, Moral, Social and Cultural Development of Pupils

The school encourages acceptance and promotion of disability issues through its PSHE programme. Acknowledging the benefits to the involvement of pupils with SEND in all aspects of school life, where individual support sessions are arranged, these are timetabled overall to avoid pupils being removed from assembly or form time. Pupils with SEND are encouraged to be accepted by other pupils and staff in lessons and in non-taught House and co-curricular activities. All pupils including those with SEND are encouraged to take a full part in School activities and to take responsibility for some activities within the School community. There is a range of ways in which the importance of valuing and promoting diversity and difference are examined, in age appropriate ways, throughout the School including (but not exclusively) the

PSHE curriculum, assemblies, form tutor time and in the school's response to incidents of intolerance. This also further enhances the School's promotion of British Values.

8. Measures ensuring access to broad and balanced curriculum.

By careful planning, members of staff ensure that the curriculum contains work which is differentiated for a pupil with SEND To assist, the following are implemented within the School:

- Differentiation in the curriculum (see Page 8, 'Planning for SEND)
- Variety of grouping systems
- Support systems, including the possibility of Learning Support Assistants
- Individualised programme of study
- Opportunity to have assessment by a multi-sensory teacher, who can then support differentiated curriculum planning and/or an SEND Support Plan
- Opportunity to have individual lessons with an independent multi-sensory teacher

Criteria for ensuring the effectiveness of the policy

- Members of Staff are aware of the needs of all pupils
- Members of Staff are aware of the procedures regarding children with special educational needs
- Children are achieving outcomes set in the Individual Learning Support Strategy Card. These should be specific and measurable
- Parental involvement (and pupils, where appropriate) is maintained
- Pupil's self esteem is raised
- Review dates are set
- Parents are satisfied with S.E.N. procedures and policies within the school

Arrangements for considering complaints about SEND provision

- NULS recognises the importance of good relationships with parents, including the parents of children who have special educational needs
- Parents are informed about their child's progress and are involved at each stage of assessment, reviews and decision-making
- Complaints should be discussed with the Head of Learning Support or AC Deputy Head Academic in the first instance, and if considered necessary involvement with the Headmaster and thereafter the Chairman of the Governors in accordance with the whole school complaints policy and procedure

Planning for SEND

In providing special help, class teachers and subject teachers could consider varying:

- Input
 - match work specifically to a child's previous experiences
 - specifically try to increase pupil's motivation
- Task
 - break down task into smaller steps
 - allow more time for completion of task
 - allow different parts of a complete piece of work to be tackled by different children
 - provide extension activities
- Resources
 - provide different/alternative resources
 - information technology
- Support
 - consider altering teaching style
 - provide additional help
 - provide greater amount of reward/reinforcement
 - provide greater revision period

- arrange additional time allocation for tests/exams, where appropriate
- Outcome
- Support plan work to allow for differences in outcome.

Head of Learning Support, Learning Support Co-ordinator and Assistants

There is some capacity to offer limited time with the Head of Learning Support or the Learning Support Co-ordinator or Assistants, either in the classroom or by withdrawal. In the senior school, the school policy is for any work by the Head of Learning Support or Learning Support Co-ordinator or Assistants to take place outside the classroom, due to class size, the importance of independence, and social considerations.

Support Workers

Support workers may be accommodated where. Learning Support Assistants and Support Workers who are employed on an individual basis are not funded by the school, and are funded by parents or by the local authority if appropriate.

EYFS

In EYFS, the School has regard to the SEND Code of Practice January 2015

- The setting should plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- They should have a clear approach to identifying and responding to SEND.
- In addition to the two specific points in the EYFS for formal assessment, there should be monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code January 2015 for gathering information and seeking “Early help” (see Working Together), if appropriate. The cycle of action: assess/plan/do/review, should be used to create a graduated response to needs.
- Guidelines are given for seeking external help of specialists or requesting an EHC assessment.
- Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEND Support.

Policy Reviewed by SMT: March 2019



NEWCASTLE UNDER LYME SCHOOL

Special Educational Needs and Disability Act [SENDA] 2001

Action Plan 2019-2022

Admissions

At Newcastle-under-Lyme School we currently provide support for students with the following Learning Disabilities and Difficulties: Dyslexia, Dyspraxia, Physical Difficulties and Autistic Spectrum Disorders.

- The School is pleased to accept applications from intending students with disabilities which includes applicants with physical disabilities, hearing and or visual impairment, mental health difficulties, Special Learning Difficulties (SpLD) and Special Educational Needs (SEND) and to consider each case on its merits, taking into account the considerations set out below
- School is committed to maintaining excellent standards in all aspects of the school's activities and to enable all students in the School to make the most of their talents, both academic and non-academic. The School also encourages all students to do their utmost to enable their fellow students to make the most of their talents
- In developing new approaches to learning, School will take account of the needs of disabled and SEND students

Existing students

So far as is reasonable and practicable the School is committed to assisting any existing student who acquires a temporary or permanent disability during their time at the school so as to continue their education and to take part in as wide a range of activities as possible.

Reasonable adjustments

The School is required to make reasonable adjustments to ensure that disabled students are not placed at any disadvantage. In considering what is reasonable, the School will take into account:

- the need to maintain academic and other standards
- financial resources available
- the practicability and cost of a particular measure
- Health and Safety considerations
- the interests of other students and
- any SEND Statement or EHC or other assessment regarding a particular student

Academic and Curriculum

Within the School, the Deputy Head of the Junior School and the Deputy Head [Academic] working with their respective Learning Support Co-ordinator or Head of Learning Support are responsible for curriculum issues for students with disabilities. So far as is reasonable and practicable, the School will address the:

- provision of information, in suitable formats, for students with disabilities
- location of teaching with regard to the needs of students with disabilities; requirements for delivering the curriculum to disabled students
- requirements for assessment and examinations for students with disabilities
- provision of resources and other information in formats suitable for students with disabilities; use of special IT hardware and software for use by students with disabilities
- the particular needs of students with disabilities in laboratories and workshops
- training needs of staff regarding teaching and supervising students with disabilities

Pastoral and Co-curricular

The Deputy Head [Pastoral] with Heads of Year in the Senior School, Head and Deputy Head of Junior School are responsible for co-curricular activities and welfare matters with regard to students with disabilities. The Director of Sport and the Junior School PE and Games Teacher is responsible for matters relating to sports and games. So far as is reasonable and practicable the school will:

- Encourage the involvement of students with disabilities in as wide a range as possible of extra-curricular activities, including appropriate sports, trips and expeditions and work experience
- Special Risk Assessments will be carried out for any student with a disability before he/she takes part in these activities, taking into account both their own safety and that of other participants and staff
- The School will ensure that the appropriate welfare facilities are available for students with disabilities

Awareness and monitoring

The school undertakes

- To ensure awareness of this policy among all members of the School community, in particular staff
- to ensure observance of this policy by staff and students
- to monitor the delivery of the above policy and
- to review and amend the policy as necessary

Physical Access

Within the School, the Bursar is responsible for the provision of access and facilities for the disabled.

- The buildings were built and subsequently extended long before the needs of disabled people were considered as an issue. However, recent building development and refurbishment has been designed to cater for disabled access and is DDA compliant
- The School has conducted an access audit of all its buildings, and classified facilities as having either good disabled access, disabled access possible with minor assistance or adaptation or disabled access possible only with major assistance or adaptation

Reviewed by SMT: March 2019



NEWCASTLE UNDER LYME SCHOOL

ACCESSIBILITY PLAN 2019-2022

Policy Statement

Accessibility

The School has an Accessibility Plan which provides for Pupils with Disabilities, including recognising three Key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act.

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

Examples of adjustments not considered reasonable but available at extra cost.

Adjustments which the school deems helpful to a pupil but not reasonable for the school to undertake within the normal school fees might include:

- Individual regular support beyond the provision outlined above.
- More frequent meetings with the school's Head of Learning Support or Learning Support Co-ordinator
- Attendance by school staff at multi-disciplinary meetings outside school
- Provision of a scribe selected by the school in an examination or controlled assessment
- Provision of a reader selected by the school in an examination or controlled assessment
- Provision of a lap top/special software for general school use.

Items on this non-exhaustive list may be available at extra cost.

Examples of adjustments not considered reasonable.

Adjustments which are not reasonable and not available might include (non-exhaustive):

- Admission to the Senior School without passing the Y7 Entrance Examination.
- Provision of a separate curriculum which places undue burden on school staff.
- Provision of support workers in lessons in the Senior School.
- Patterns of behaviour which undermines the education of other children

Disability Policy Review and Planning

1. Physical Access and reasonable adjustments. The Governing Body at Newcastle under Lyme School notes its responsibilities under the Equality Act 2010 and will use best endeavours to make reasonable adjustments, subject to limitations of building design and finance, to improve accessibility to its buildings and facilities in respect of those persons with a physical or mental disability as defined under the Act.

2. The Governing Body will review its Disability Policy and Accessibility Planning through the Employment and Compliance Committee. The remit of the committee includes:

(i) Review of the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled or have Special Educational Needs (SEND). The SEND and EAL policy is a stand alone document that should be read in conjunction with this plan. (ii) Making recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. (iii) Preparation of the School's Accessibility Plan. (iv) Reviewing such plans and policies as necessary. A summary of our Accessibility planning in curricular, estate and information terms is attached.

Policy Reviewed by SMT: March 2019

ACCESSIBILITY PLAN 2019-2022

This policy relates to all children at Newcastle-under-Lyme School, including those in the Junior School and the EYFS. This policy is published to parents and prospective parents on the School's website and it is available upon request to parents and prospective parents.

INTRODUCTION

The Equality Act 2010 (Para 3(1) and (2)) imposes a duty on the school to produce an accessibility plan.

An accessibility plan is a plan for:

- A. increasing the extent to which disabled pupils can participate in the school's curriculum,
- B. improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- C. improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Governing Body is ultimately responsible for ensuring the proper implementation of the plan through its Employment and Compliance Committee will review this accessibility plan at least annually. However, on a day-to-day basis the Governor's have delegated to the Head the responsibility of ensuring the contents of this Plan are implemented as far as is practically reasonable, as well as the responsibility of ensuring that this Plan is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so.

SECTION A: Increasing the extent to which disabled pupils can participate in the school's curriculum

We aim to look to enhancing the accessibility of our curriculum further for disabled pupils by the following over the next three years, 2019-2022:

Issue	Strategies	Timings
Current Department of Learning Support has limits on hours and a framework where the department is led on a part-time basis. This may constrain access.	<p>Audit Learning Support Department's work as move to new lead. Re-evaluate all provision to seek opportunities for greater access.</p> <p>Appoint new SENCO. Implement revised support arrangements for 2019-20.</p>	<p>Summer 2018-19 -complete audit.</p> <p>Spring/Summer 2018-19.</p>
Current TA support involves two TAs. Questions over whether this model needs to be enhanced in quantity or nature.	Re-evaluate TA usage and deployment to gauge opportunities for further enhancement of the departmental offer.	<p>Initial review Summer 2019.</p> <p>Undertake further review to determine strategy on staffing by Easter 2019-20.</p>
Re-evaluate whether installing a new lead in SEND presents opportunities for improvement of access.	Consider a move to a full-time Head of LS with greater specialism on retirement of current incumbent.	Spring 2019 (by April)

Leadership of line management of Head of LS via Deputy Head is potentially inefficient.	Can access and offer be enhanced by delegating leadership to an AHT with more time. Determine new line management plan in order to improve access and support.	Spring 2019 (by April) Summer 2019/Autumn 2019
Are examination access arrangements sufficient to meet pupils' needs and do any opportunities exist to enhance these?	New SEN Lead to review examination access and support arrangements in school to determine any needs or opportunities for potential uptake.	Review to be complete Spring/Summer 2020
Do opportunities exist to further modify the staffing of our Learning Support team to further enhance support and access? (Incorporate the new SEN Lead's ideas and objectives.)	Assistant Head Academic, Deputy Head and new SEN Lead to explore effectiveness of support and access arrangements to create next phase of development plan for the department.	Complete review and Development Plan for 2020-22 by Summer 2020.

SECTION B: Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

Issue	Strategies	Timings
<p>L-Block: this building is built into a slope and has 3 levels. It is possible to access the dining room and most of the level above this in a wheelchair, including the Margaret Powell library which is used occasionally for functions. However, movement between floors involves use of stairs due to the age and layout of the building.</p>	<p>One solution would be to install stair lifts to the internal stairways but this capital expenditure would be expensive and needs evaluation.</p> <p>Our preferred strategy is to continue to use this building as little as possible going forward preferring to use more modern and more attractive buildings in our estate. This would also minimize the number of journeys between sites across a public road.</p>	<p>Review as part of estates planning cycle by Easter 2020.</p>
<p>A-Block: Steps or stairs need to be negotiated to reach most rooms.</p>	<p>One solution would be to install a lift (should a suitable site be identified) but this capital expenditure would be challenging.</p> <p>Our preferred strategy is to continue to accommodate wheelchair access for a pupil by adjusting the rooms timetabled for that pupil to ensure only accessible rooms are used. This has proved helpful in past scenarios and experience.</p>	<p>Review preferred strategy Easter 2020 as part of estates planning cycle.</p>
<p>Q-Block – changing rooms, are on two floors with external stairs and several steps to the lower floor.</p>	<p>Our solution would be to provide an access ramp to the external entrance for the lower floor. This can be done relatively speedily if ever required, and need will be reviewed accordingly.</p>	<p>No plans at this time – to be reviewed and evaluated by Summer Term 2020 as new Sports leadership structure implemented.</p>

<p>M Block (not currently in use) This building has 2 floors and is linked to the Sixth Form Block. There is level access to the ground floor areas for storage and the upper floor is currently of use.</p>	<p>In the event that the building is brought back into use for pupils, we could provide stair lifts to the internal stairways</p>	<p>Review by August 2019 as building's redeployment considered for 2019-2020</p>
<p>Sixth Form Centre This building is built into a slope and has three levels, including a semi basement. There is level access to the main ground floor area but stairs lead to both the upper floor and the basement area.</p>	<p>Our solution would be to provide stair lifts to internal stairways, should the opportunity arise.</p>	<p>No plans as of Spring 2019. Sixth Form's future location being assessed as part of SDP. Review this item Spring Term 2020.</p>
<p>Barratt Building (Art, Home Economics, Textiles) This building provides 2 floors and whilst it has level external access at the lower level rooms, they are accessed via narrow corridors and there is only one steep central staircase leading to a cramped upper landing.</p>	<p>Our solution would be to try and install an external lift, but consider this to be unreasonable on cost grounds at present</p>	<p>No plans as yet. As above, the deployment of estate spaces is being reviewed 2019-20 as part of strategic planning work.</p>

SECTION C: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Strategies being reviewed/implemented and considered for introduction to further enhance information access 2019-2022:

Issue	Strategies	Timings
Educational materials and school administration are sometimes less accessible to pupils who are short-sighted.	Review of opportunities to enhance this through technology, school's VLE and management information systems with new SENCO and new Assistant Head.	Summer Term (July) 2020.
Mobile devices can present opportunities in terms of classroom use to extend information access to the curriculum and beyond. Would greater laptop usage assist pupils?	Consider whether enabling access to more laptops for in class use would benefit access to curriculum and other school information with new SENCO and new Assistant Head	By Summer (July) Term 2020
Hearing loops are not currently used in school. Are there opportunities to sue these for greater pupil access of curricular and other information?	Evaluate whether any pupil's needs in school would benefit from the introduction of hearing loop technology. New SENCO to assist with new Assistant Head	2019-20
Do extracurricular activities which share information about school and beyond ever get held in less accessible places for disabled pupils.	Review whether physical access ever reduces or interferes with pupil participation and information access. Assistant Head – Co-curricular to lead review.	By Spring Term (April) 2020 Annual review thereafter to cope with extracurricular changes – 2020-2022

<p>Is One-Drive the best platform to share information with students with disabilities or support needs?</p>	<p>Review use of One-drive and liaise with staff and pupils on this platform and others.</p> <p>Review by new SENCO and new Assistant Head</p>	<p>By Summer Term (July) 2019-20</p>
<p>Review the learning platform's, One-Drive's and other technology needs to further enhance access as IT Strategy renewed 2019-20.</p>	<p>Review whether changes in the whole school ICT strategy have implications or opportunities for enhancing disabled pupils' support and access.</p>	<p>Autumn 2020-21 and annually review thereafter as part of annual planning cycle.</p>