



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY & PROCEDURES

RATIONALE

Giggleswick School is a boarding school with an inclusive Christian ethos and the Learning Support Department is a strength of the school.

This policy applies to all sections of the school: Early Years, Junior and Senior Schools

A child who finds a particular subject difficult does not necessarily have a specific learning difficulty or need. There are often disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. In the senior school clinics and workshops are provided which all children can choose to attend if they need particular help with one or another aspect of a subject.

A number of Giggleswick pupils do experience some form of special educational need, whether academic, emotional, behavioural or physical at some point or throughout their education. Pupils currently on roll who receive support are those either with specific learning difficulties (e.g. dyslexia, dyspraxia and specific language impairment), mild ADHD, mild Asperger's Syndrome or those who have support lessons for numeracy.

This policy sets out the school's commitment to the provision of programmes of study and learning opportunities to meet the needs of pupils with Special Educational Needs and Disability (SEND) as fully as resources will allow. This policy should be read in conjunction with the *school's* Curriculum, Safeguarding, Accessibility, Admissions and Equal Opportunities Policies and with the following procedures for implementing this policy.

AIMS

- To provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have been identified as having SEND;
- To develop an ethos of care, empathy and understanding. This is essential when dealing with children with special needs, who may have low self-esteem;
- For all children to experience success, and achievement, and to reach their full potential.

OBJECTIVES

- To identify pupils with special educational needs and disabilities and ensure that their needs are met;
- To identify pupils who have emotional and behavioural difficulties and meet their special needs;
- To ensure that pupils express their views and are fully involved in decisions which affect their education;
- To ensure that pupils with special needs and disabilities join in with all the activities of the school;
- To ensure that all learners make the best possible progress, have high aspirations and are set stretching targets;
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- To promote effective partnership and involve outside agencies when appropriate.
- To work within the guidance provided in the SEND Code of Practice 2015



BROAD GUIDELINES

- All teachers in the school teach pupils with SEND. All teachers therefore have a responsibility for meeting their needs and for adapting their teaching to ensure that all pupils learn to the best of their ability.
- The Learning Support Co-ordinators (LSC) at both Senior and Junior Schools fulfil the duties of SENCo as outlined in the Code of Practice.

The school maintains a register on which the name of any pupil identified as needing any additional support is entered. Copies are circulated to all staff at the start of the academic year with updates as necessary.

- The school reviews the provision for these pupils and monitors the progress and performance of all such pupils annually.
- The school has a graduated response to SEND support. At the lowest level of need, support may consist of monitoring, some change to teaching style, or additional time in examinations. At the second level, the pupils have a Learning and Management Profile (LaMP), withdrawal lessons individually or in small groups and possibly some targeted in-class support. In addition, some pupils require liaison with appropriate outside agencies. Where a pupil has a statement or an EHC (Education Health Care) plan, support is offered to meet the pupil's identified needs.
- The school believes that pupils with SEND are entitled to full and equal access to all aspects of the curriculum. This policy ensures that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- The school believes that pupils with SEND can face additional safeguarding challenges – this is covered in our Safeguarding policy and reads:

1.5 Children with Special Educational Needs and Disabilities

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

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Giggleswick we identify pupils who might need more support to be kept safe or to keep themselves safe by writing Individual Welfare Plans (IWPs) or Learning Plans (LAMPs), and sharing them with all the staff who will come into contact with the child – this is also shared with the parents/guardians (where appropriate).

The success of the school's SEND Policy is judged against the aims set out above. The Governing Body ensures that it makes appropriate special educational provision for all pupils identified as in need of it. SEND issues in the both Senior and Junior schools are reported annually to the Governing Body by the LSCs in November.



PROCEDURES FOR IMPLEMENTING SEND POLICY:

1. The Learning Support Department in the Senior School

- 1.1 The Learning Support department in the senior school currently has one full-time teacher: Jonathan Curry, Learning Support Coordinator (LSC) who also teaches Chemistry; and one part-time teacher: Sally Holden . In addition, there is a Higher Level Teaching Assistant (HLTA), Nicola Redfearn, who works both in-class and with small groups predominantly in Key Stage 3. The LSC is responsible to the Headmaster via the Assistant Head (Academic).
- 1.2 Currently the peripatetic staff are responsible for liaising with staff regarding the progress of the pupils they teach for individual withdrawal lessons. In addition, they are responsible for planning, delivering and reporting on an appropriate programme of differentiated work to meet the individual's needs.
- 1.3 The role of the LSC is discussed in further detail below. The LSC is a Faculty Head and has a teaching commitment to the science faculty. The LSC has an additional qualification in SEND and is committed to promoting the needs of all pupils with SEND.
- 1.4 The HLTA works mainly in classes with a higher proportion of SEND pupils, with the core subjects taking priority. This work may include supporting the whole class, individuals within it, or working with small groups under the direction of the class teacher. In addition, the HLTA plans and delivers appropriate lessons for small groups of pupils in Key Stage 3 who require additional literacy skills in lieu of some Modern Languages lessons.

2. The Learning Support Department in the Junior School

- 2.1 The Learning Support Co-ordinator (Ms Gail Sismey) for the Junior School is responsible for SEND provision reporting to the GJS Headmaster. Ms Sismey currently provides the support for individual and some small group lessons for identified pupils on the SEN register but has access to other members of the Learning Support Department if required. The Pre-school (Early Years) has its own Inclusion Policy, and Local Offer policy, which is available in hard copy on request.
- 2.2 The Learning Support Co-ordinator (LSC), is responsible for liaising with Junior School staff regarding the progress of pupils taught for individual withdrawal lessons. In addition, she is responsible for planning, delivering and reporting an appropriate programme of differentiated work to meet the individual's needs. The role of the LSC is discussed in further detail below.
- 2.3 Two teaching assistants (TA) Mrs Sam Harrison and Miss Megan Ford, work in the Junior School. The TA's work in the Junior School includes supporting the whole class, individuals within it, or working with small groups under the direction of the class teacher when it is appropriate.



3. The Responsibility of all Teachers

3.1 All teachers teach pupils with SEND as part of their normal lessons and we recognise that since for the majority of their timetable these pupils are in classes without additional support that these teachers have the primary responsibility for SEN support.

3.2 At an individual level subject teachers meet the needs of the SEND pupil's needs by:

- Having a knowledge of the pupil's LaMP, and using it in the planning of their lessons
- Asking advice from the Learning Support Co-ordinator
- Differentiating work as appropriate, including homework
- Raising any concerns about the possible learning difficulties of a pupil with the LSC. (Also refer to 3.6 in the Staff Handbook: *A checklist for identification of dyslexia/specific learning difficulties*). In the Junior School teachers should fill out a Record of Concern
- Displaying basic information in the classroom including key topic words that the teacher expects pupils to learn, aims of the topic, etc

Using Assignments in Teams to make clear when completed work should be handed in.

- Providing key topic word lists for pupils to keep in their books/files
- Providing pupils with as much information as possible on the requirements of the course or topic and display samples of work at different grades or levels
- Allowing appropriate special examination adjustments for all tests and exams where possible – up to date lists of senior school pupils can be found on Isams
- Liaising with the teaching assistant assigned to any of their classes; take support into account when planning lessons
- Ensuring that schemes of work meet the full range of pupil's abilities and needs
- Discussing meeting the needs of SEN pupils in meetings (Subject, Faculty, House)
- Ensuring that the school's Assessment and Feedback policy takes into account pupils with learning difficulties
- Reviewing the progress of pupils requiring SEN support regularly against the strategies outlined on the LaMP

4. The Role of the Learning Support Coordinators (LSC)

4.1 The LSCs co-ordinate and develop provision for those pupils with SEND throughout the relevant section of the school, thereby providing continuity for all these pupils throughout their full time education at Giggleswick.

4.2 The LSCs liaise with each other. The LSC in the Junior School works closely with the Head of GJS and teachers, and the LSC in the senior school works closely with the Assistant Head (Academic), SMT and FachDs, to review and formulate policy and devise strategies to enable all pupils to achieve their potential.

4.3 The LSCs are responsible for the day-to-day co-ordination and organisation of one to one and small group support lessons and where necessary provide in-class support for pupils with SEND. They also liaise with the peripatetic Learning Support teachers where deployed.

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4.4 The LSCs contribute to the review of the school's Accessibility Plan and provide relevant information to parents.

4.5 **The LSCs also:**

- Provide screening and testing of new pupils to ensure their SEND are identified and met.
- Maintain and oversee records on all pupils with SEND;
- Draw up LaMPs in consultation with teachers, pupils and parents, setting individual targets that are monitored regularly;
- Liaise with and advise teachers in developing classroom strategies and resources;
- Contribute to in-service training of staff;
- Liaise with Senior House Staff when appropriate, with parents of children with SEND and with external agencies where appropriate;
- Liaise with each other to ensure a smooth transfer between stages;
- Assess pupils with SEND to ascertain their strengths and weaknesses and to make recommendations to help them progress;
- Conduct reviews for pupils with SEND as appropriate;
- Meet with prospective parents and pupils identified as having SEND and use assessments to give subjective advice to the Headmaster as to how, and if, the pupil's needs can be met prior to admission.

4.6 **The LSCs work with subject teachers to facilitate the delivery of the curriculum to pupils with SEND. This may be through:**

- Developing strategies and materials for targeted pupils;
- Working with the subject teacher to develop more effective teaching and learning strategies;
- Acting as an advisory teacher;
- Working with individuals or small groups of pupils developing literacy/numeracy skills;
- Delivering INSET to staff.



5. Reasonable Adjustments

- 5.1 In accordance with the Equality Act 2010 the school makes reasonable adjustments in order to meet the needs of pupils with SEND.
- 5.2 The school has a selective admissions policy but gives consideration to all applications and to any reasonable adjustments that would be required to enable a pupil with SEND to access the curriculum. Prospective applicants with known SEND meet with the LSC at the initial visit. At this stage, the LSC makes an assessment of the reasonable adjustments that may be required. Additional advice may be sought from an Educational Psychologist's report or from health professionals.
- 5.3 The school offers a range of support structures for which no additional charge is made. Eligibility for this support is assessed using similar criteria to that for eligibility for Access Arrangements to public examinations as defined by the Joint Council for Qualifications (JCQ).

Examples of reasonable adjustments currently made include:

- Provide SEND pupils with appropriate Access Arrangements in external and school examinations and tests including extra time, use of a reader, scribe or transcription
- For Key Stage 1 pupils in GJS, individual booster reading sessions using 'Catch up Literacy' several times a week
- At Key Stage 2 small group booster classes in GJS to develop mathematics, spelling and memory skills; pupils have individual 'Power of 2' mathematics sessions and the opportunity to participate in the 'Nessy' ICT program to develop a range of skills. Pupils participate 'Catch Up Literacy' sessions several times a week. An online numeracy program 'IDL' is used within maths lessons to boost basic maths skills.
- For Key Stage 3 small group lessons in lieu of some modern languages lessons taken by a specialist teacher or the HLTA (currently one lesson per week in Year 7; 3 lessons per week in Y8; 4 lessons per week in Year 9)
- At Key Stage 4 some pupils with SEND complete a reduced number of GCSE options to allow them to concentrate in areas of strength. Some departments, e.g. Art and Design, can provide opportunities for pupils to consolidate their work
- At Key Stage 5 some pupils with SEND can follow the BTEC curriculum to allow further development of literacy skills alongside continuous assessment
- In-class support by the HLTA where this is shared between pupils in a class

Parents requesting support over and above these reasonable adjustments may request additional 1:1 support for which an additional charge is made.

6. Assessment and Monitoring Procedures

- 6.1 This school follows the guidelines and recommendations as specified in the Code of Practice for the monitoring and assessment of pupils with SEND.
- 6.2 *The LSCs:*
- Use information from previous schools (such as KS1 & KS2 assessments and previous school reports) to provide a starting point for the development of an appropriate curriculum
 - Ensure the early identification and assessment for any pupil who may have SEND through use of classroom observation, appropriate screening and

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assessment

- Use the INCas assessments (Junior School), and the cognitive tests from the CEM Centre at Durham University (MidYIS, YELLIS and ALIS) (Senior School) as an indicator of which pupils may require further assessment.
 - Identify and focus attention on a pupil's skills and highlight areas for early action to support the pupils within the class.
 - Ensure that on-going observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements, experiences and emerging needs and form the basis of planning the next steps of the pupil's learning. At the Junior school this is achieved using the pupil tracker
 - Monitor progress of pupils with SEND in end of year assessments, in particular reading & spelling in English and numeracy in mathematics. All pupils in Key Stage 3 have a levelled spelling test and a handwriting speed test each year to help identify those not progressing in line with expectations. At the Junior School teachers use PIRA and PUMA assessments along with summative end of year tests as an indicator of which pupils may require further assessment
 - At the Junior School monitor Record of Concern forms completed by class teachers
- 6.3 When a more detailed assessment is required, this is prepared by a teacher with a suitable qualification to assess for specific learning difficulties. Typical assessments include: WRIT (cognitive), WRAT (reading, spelling, numeracy); DASH (handwriting); TOWRE (reading efficiency); TOMEL (memory and learning skills) and CTOPP (phonological skills).
- 6.4 A written report, including recommendations, is always be made available to parents; results are discussed with pupils in an appropriate way.

7. Roles and Responsibilities of Pastoral Staff

- 7.1 There is on-going liaison between Senior House Staff, Divisional Heads, Tutors and the LSCs so that all concerned are aware of the individual needs of pupils with SEND and can contribute to the planning of individual targets and share in the implementation of any strategies and learning plans that are decided. Senior House Staff should liaise with the LSC if a pupil's parent or any outside agency gives information or reports which are relevant to the child's learning where a special educational need has possibly been identified. Copies of any relevant reports should always be passed to the LSC and the pupil's school file.
- 7.2 Pastoral staff have a wealth of knowledge about the individual pupils and their role is central to implementing strategies for improving emotional and social development, such as raising self-esteem, developing self-reliance and building positive relationships.
- 7.3 Strategies to promote positive behaviour, relevant procedures (such as anti-bullying), and sanctions are monitored to ensure that they are effective for and appropriately used in relation to pupils with SEND.
- 7.4 Boarding and the non-academic curriculum are central parts of life at Giggleswick School. All staff have a role in ensuring that there are appropriate informal opportunities for pupils to achieve success, feel valued and raise and maintain their self-esteem.

8. Transition Meetings

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- 8.1 Pre-school to Reception Class and KS1 to KS2: transition meetings are organised by the EY SENCo and Junior School LSC, involving parents and outside agencies where appropriate, and are held for any child with an identified need transferring from the school's EY to KS1. Documentation would be re-assessed and transferred.
- 8.2 KS2 to KS3: a member of the senior school Learning Support department and the Head of Lower School attend a pupil's Y6 review. Where possible, the senior school HLTA begins to work with these pupils in the summer term of Y6.
- 8.3 KS3 to KS4: support is offered through the Academic tutor to choose appropriate GCSE courses, including whether a full complement should be studied. This is discussed with pupils and parents in detail at the Y9 annual review.
- 8.4 Leaving school: The school transfers relevant documentation and assessments to the receiving establishments. Where a pupil is moving to higher education, the school will recommend a formal assessment (or re-assessment) by an Educational Psychologist to enable the pupil to access any services or support eligibility for ongoing access arrangements.

9. Outside Agencies

- 9.1 We work positively with outside agencies, such as: educational psychologists, local Learning Support & PSA, CAMHS, Dyslexia Action, Early Help team, LEA representatives and medical professionals, such as SALT (Speech & Language Therapy) where this is necessary.

10. Parents as Partners

- 10.1 Parents are accepted as equal partners. They have a depth of knowledge about their own children and their difficulties that cannot be matched by the professionals who have their own skills to offer. Keeping parents informed is of paramount importance and is established in law.
- 10.2 Parents must make the school fully aware of any existing information, assessments and previous or ongoing support that would enable us to meet specific learning needs.
- 10.3 Contact from parents is welcome at all times. Parents receive an updated copy of their child's LaMP at the start of each academic year or following a review. We involve parents as much as possible in the planning, implementation and evaluation of provision for pupils and annual reviews fully involve parents. We also involve staff responsible *in loco parentis* for pupils who board at the school to ensure that these pupils feel supported.
- 10.4 At the Junior School there are regular review meetings at least twice per year, including the annual review of the LaMP. Parents and the LSC may meet more regularly at the request of either.
- 10.5 The school will make suitable recommendations about meeting a child's needs; however, it is ultimately a parental decision whether they wish to follow these.

11. Involving the Pupils in their Own Learning

- 11.1 The views of the pupils are central to the success of any targets and learning strategies. Young people have a right to be involved in decisions which affect their education but seeking their views is also important for pragmatic reasons: they have valuable information to contribute about how they learn and they may be better motivated towards targets that they have been involved in setting.
- 11.2 Pupils have the opportunity to discuss the content of the LaMP and be fully involved in target setting and annual review. This discussion focuses on the ways in which staff are going to help them and what they can do themselves, rather than formally discussing their strengths and weaknesses as outlined on the front page of the LaMP.
- 11.3 An important aspect of their learning in their individual or small group sessions is the development of their meta-cognition (learning to learn) skills.

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11.4 As they enter Year 10 they become more fully involved in the style of their support and are matched carefully to individual peripatetic staff. They are encouraged to become more proactive in their use of support by bringing work with them, rather than being provided with a rigid programme of work.

12. INSET Provision

12.1 The LSCs can provide training for a variety of purposes, and where appropriate plan INSET involving outside agencies. This INSET is via staff meetings, at a faculty level via faculty meetings or via regular in-service training.

12.2 The school has an INSET session at the start of each term at which the LSC updates/trains staff about SEND. In addition, outside speakers may be used to train staff on issues related to send. INSET is regularly held at 4.15 on Mondays. The LSC uses slots to train teachers. Recent sessions have included how to support SEN pupils with reading and how to improve the accessibility of written materials used in class..

12.3 In the Junior School INSET sessions offer an opportunity for staff to discuss the needs of pupils and to consider how the strategies identified in a LaMP can be enacted. Training in areas of SEND is offered e.g. on autism, dyslexia or making written material more engaging.

13. Complaints

13.1 Should anyone have any concerns or complaints about SEND provision, they can refer to the LSCs, the Headmaster or, in extreme cases, to the Governors. The school's normal complaints procedures apply and a copy of this is available on the website.

14. Governing Body

14.1 The LSC in the senior school completes a yearly report on SEND and the Learning Support Department and the progress of its pupils as part of the Annual Governor's Report. In the Junior School the LSC contributes to the Junior School's annual report on Learning Support within GJS and the progress of its pupils as part of the Annual Governor's Report. The LSC meets annually with the Governors' Academic and Co-Curricular sub-committee

14.2 This report includes analysis of individual progress in literacy and comparative performance in public examinations, such as value-added data, as well as reporting the nature and extent of provision across the school, liaison with external agencies and specific departments.

14.3 We have a named Governor who is responsible for overseeing SEND and the work of the LSC – this is currently

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Linked Policies:

Safeguarding; Admissions; , More Able, Gifted and Talented Policy; Accessibility Plan; EAL Policy; and the Teaching & Learning Policies (Senior and Junior Schools)

Guidance:

Children and Families Act 2014

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SEND code of Practice 2015

Equality Act 2010

Equality Act 2010 & Independent Schools (INSET, Learning Works 2012)

Access Arrangements, Special Consideration and Reasonable Adjustments (2014-15, JCQ)