



Pocklington School Foundation

Special Educational Needs and Disabilities (SEND) Policy

1. AIMS

The Pocklington School Foundation is an academically selective school for pupils aged 4-18 years which welcomes children who can make the most of the opportunities on offer and who can flourish in the caring, supportive environment of the schools. The Foundation is able to provide support for pupils with a variety of Special Educational Needs and Disabilities (SEND).

The Equality Act (2010) states that SEND encompasses "...a physical impairment which has a long-term and substantial adverse effect on [students'] ability to carry out day-to-day activities". The SEND Code of Practice (2015: 16) further defines "long-term" as referring to "a year or more" and "substantial" as "more than minor or trivial". Examples of SEND may include learning differences such as dyslexia, dyscalculia, dyspraxia and autism, as well as mental and physical impairments.

The Department of Education and Health lists four categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical

The Foundation will endeavour to make sure that all pupils who fall under the definitions of SEND, as stated above, will have access to "reasonable adjustments" to which they are entitled. Examples of reasonable adjustments may include:

- One-to-one or small group specialist provision;
- Extra time in examinations;
- Readers/scribes/use of laptops;
- Sensory aids and modified papers, e.g. Braille, large print, coloured overlays;
- Access to the Wellbeing Service.

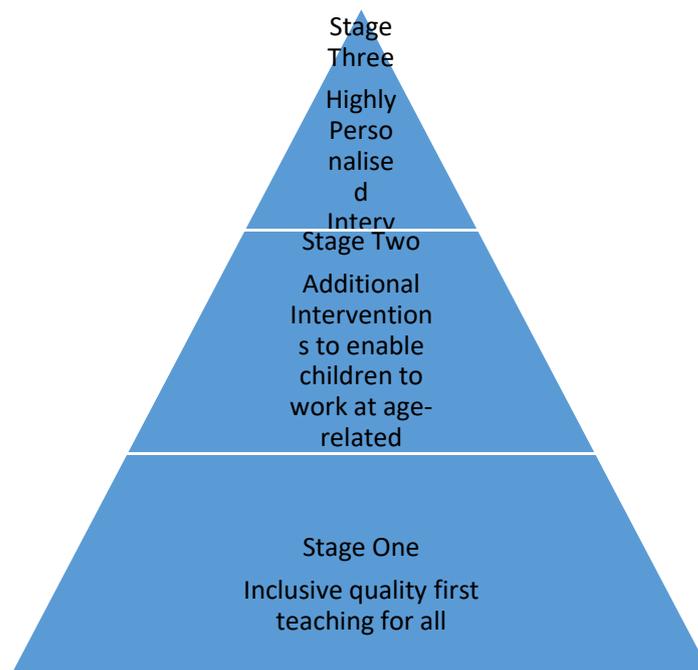
The above list is certainly not exhaustive, and further examples may be found in the SEND Code of Practice.

This policy should also be read in conjunction with the:

- Able, Gifted and Talented Policy;
- Accessibility Policy;
- Admissions Policy;
- Anti-bullying Policy;
- Curriculum Policy;
- Disability Policy;
- Equality and Diversity Policy;
- EYFS Policy;
- Rewards and Sanctions Policy;
- Safeguarding Policy;
- Teaching and Learning Policy.
- The Use of Laptops Policy

2. PROCEDURE

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils. Many pupils' needs can be met through quality first teaching (Stage One) received within the Foundation, as illustrated below:



This is the primary aim of both Pocklington Prep and Pocklington School. However, the Foundation recognises that some students may require additional support, if they fall under the SEND categories above.

The Foundation identifies students with SEND in a number of ways, including:

- Liaison with previous nursery/primary/prep schools/secondary schools;
- Pupils' results in entrance assessments and baseline testing (CEM);

- Concerns raised by parents/carers;
- Concerns raised by teachers and boarding staff within the schools;
- Liaison with external agencies, e.g. Educational Psychologists, Clinical Psychologists, Counsellors etc.
- Internal screening tests following referrals.

2.1 THE SELECTION PROCESS AND SEND

Information concerning the application and selection process can be obtained from the admissions policy. Parents of children with physical disabilities, 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 on the day (e.g. extra time, modified papers, scribe, reader, use of laptop). Parents are also asked to provide copies of any medical and/or psychological assessments confirming their child's needs, if applicable.

2.1.i BEFORE ENTRY

Each pupil with a disability and/or 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 extra-curricular activities before their child becomes a pupil at the school.

2.1.ii BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible. Furthermore, the Foundation has its own Wellbeing Service, to which students are able to request access.

2.1.iii PHYSICAL ACCESSIBILITY

Parents and prospective parents of disabled children may wish to obtain copies of the accessibility plan from the school. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site and resources. Facilities for those with physical disabilities are being updated progressively.

2.1. iv OTHER ADJUSTMENTS

Other adjustments are also possible. Depending upon need, children can use laptop computers in class, (refer to laptop use policy) and can be given large print or documents printed on coloured paper if required. Coloured overlays are also available for students, if they require them.

Menus can be devised to cater for special dietary requirements (e.g. allergy requirements, coeliacs).

2.1.v 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 extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, which it complies with.

2.1.vi PUPILS WITH EDUCATION HEALTH AND CARE PLANS (EHCPs) AND CARERS

If the support and/or funding required to meet the needs of a pupil with an EHCP was available, then Pocklington School and Pocklington Prep School would consider admitting that pupil to the school. The final decision would be with the Headmaster of Pocklington School and each child would be considered individually. The educational and welfare provision for children with an EHCP will be considered on an individual basis and in accordance with the advice and guidance in the EHCP. Under the new SEN and Disability Code of Practice, 0-25 years (2015) the school can still request statutory assessment from the Local Authority when this appears necessary.

If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc. this may be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection and safeguarding regime in force at the time. The school would require a carer (similar to a new member of staff) to sign a written agreement undertaking to comply with the school's child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

If a pupil's dedicated carer is not a school employee, the pupil's parents may be 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 their child.

The Foundation endeavours to match any recommendations stated in EHC plans.

2.2 SEND IDENTIFICATION

2.2.i Pocklington Prep School

Pupils at Pocklington Prep School are informally assessed in order to identify potential learning difficulties. This may involve standardised reading, writing and/or spelling assessments, although these cannot be used as a formal indicator of dyslexia. Informal assessments in maths may also take place. Teacher assessments, observations by the Learning Support Coordinator and other gathered qualitative data is considered, alongside discussions with the relevant teaching staff and parents. If parents wish for their child to be formally assessed for dyslexia, the Learning Support Coordinator will discuss the assessment process and may suggest options for contacting individuals/organisations that can carry out such assessments. The assessment is to be conducted by an independent assessor, after which liaison with the school should take place. For some children, particularly those in the Pre-Prep years, such assessments may not be suitable.

Children in the EYFS

At the end of their Reception year, any child who has not achieved a Good Level of Development (GLD) will be added to the school's Learning Support Register, usually at Stage 1. GLD is defined as having

achieved at least the expected level in the early learning goals in the prime areas of learning: personal, social and emotional development; physical development; communication and language and the early learning goals in the specific areas of maths and literacy.

2.2.ii Pocklington School

Class teachers are often responsible for the initial identification of a child's needs. Teachers are asked to identify pupils who, from their classroom observations and assessments, begin to show difficulty in a particular area or areas. The Head of Learning Support may also be aware of pupils with potential difficulties through liaison with other colleagues including Heads of Division, Head of Pupil Welfare (DSL) and Pupil Data Manager and through sharing information with other professionals to support early identification and assessment under the terms of 'Keeping Children Safe in Education' (DFE, 2016). Parents may also make contact with the school directly to identify concerns regarding potential learning difficulties. In each case, the referral procedure follows the system outlined in Appendix A.

At Pocklington School, three members of staff are currently qualified to conduct tests for the purpose of access arrangements and for identifying appropriate internal interventions. Parents wishing for their child to be assessed should contact the Head of Learning Support who will collate preliminary feedback from teaching staff and identify where further assessment may be necessary. Assessments will be conducted in school. If a pupil is identified as eligible for either internal support or access arrangements for external examinations, appropriate arrangements are put in place by the Head of Learning Support (Prep School).

Neither Pocklington Prep School nor Pocklington School formally diagnoses learning needs such as dyslexia, dyspraxia, Asperger's Syndrome or Autism. The Head of Learning Support and the Learning Support Co-ordinator can direct parents to suitable practitioners such as a GP, educational psychologist or clinical psychologist, if required.

2.3 SEND PROVISION

If a pupil is identified as having SEND, their name is added to the SEND Register. This is organised into different stages, or levels, of intervention, and pupils may move between these stages dependent upon their progress. At the discretion of the Learning Support coordinator/Head of Learning Support. The different stages of the register are explained below, and follow the model outlined on page 2.

2.3.i Pocklington Prep School

Stage 1:

- An Individual Support Plan devised in collaboration with the class teacher. Support is provided by the class teacher and teaching assistant (if applicable). To be reviewed termly and class teacher to liaise with the Learning Support Coordinator.
- Access to appropriate equipment and resources to support their learning.

Stage 2:

- An Individual Support Plan devised in collaboration with the class teacher. To be reviewed termly.
- Support may vary according the needs of the individual but may involve one or more of the following adult led lessons:
 - (1) Small group work with other pupils of similar needs, weekly.
 - (2) Short burst one to one booster sessions for literacy/numeracy, such as Lexia, Word Wasp, Plus 1 etc.
 - (3) Regular reading and phonics sessions.

Stage 3:

- An Individual Support Plan devised in collaboration with the class teacher and parents. To be reviewed termly. The support provided at this stage may involve one or more of the following:
 - (1) Small group work – in addition to their one-to-one work, a typical child on Stage 3 will be withdrawn from lessons to receive support within a small group once a week. This may take the form of an adult-led session or Lexia intervention. This will be agreed in collaboration with the class teacher.
 - (2) One-to-one support once a week (if appropriate), with a learning support teacher, focusing on the targets within the child’s Individual Learning Plan.
 - (3) Short booster sessions for literacy/numeracy/speech and language several times each week.
 - (4) Support provided at regular intervals from an external provider, such as Speech and Language Therapy.

Dancing Bears

Where children are identified as having a reading age which is significantly below their chronological age, and if appropriate to their learning style, they will follow the Dancing Bears reading programme. This may be in addition to, or instead of, small group work.

2.3.ii Pocklington School

At the beginning of each academic year, all staff are directed to ISAMs which contains individual background about pupils on the SEND register, along with guidelines on how to support these students in the classroom. This is updated throughout the year when necessary.

Stage 1:

- Pupils do not receive a specific Learning Support lesson; however, staff are notified that they are on the SEND register and may require extra assistance in class. Staff can use information from ISAMs, and general guidelines, for advice.

Stage 2:

- Pupils receive a Learning Support lesson as and when they require one. Dependent upon need, the student is paired with a member of the Learning Support Department with expertise in their area of requirement (e.g. Literacy, Maths etc.). Pupils on Stage 2 of the register are carefully monitored in case they need a regular timetabled lesson (see Stage 3).

Stage 3:

- Pupils receive weekly Learning Support lessons, which are tailored towards their individual needs:
 - i) Year 7 and Year 8 pupils receive one or two lessons per week during either English and/or Maths/before school (dependent upon their need, as depicted through school reporting/entrance exams/MidYis scores);
 - ii) Year 9 pupils with a previously identified SEND need may choose Learning Support as an option, and hence have two timetabled lessons per week.
 - iii) Year 10, 11 and Sixth Form pupils receive one lesson of Learning Support each week, either study periods, during assembly, lunchtime or Church.
 - iv) On rare occasions, Year 10 and Year 11 pupils with severe dyslexia or dyslexic tendencies may be disapplied from the study of MFL at GCSE level. In this instance, the school will endeavour to provide two periods of Learning Support to these pupils.

Two weekly lessons is usually the maximum provision offered for pupils with SEND. It may occasionally be possible for the school to provide additional support beyond this level for pupils whose difficulties cannot be appropriately supported within this limit. Such arrangements incur an additional cost and are arranged by individual consultation.

It is important to note that if a pupil has not been specifically diagnosed with SEND, but may require extra support in their learning, it is likely that they will be placed at Stage 1 of the registers.

2.3.iii INFORMATION ON SCHOOL PROVISION

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Departments. There is opportunity for this at annual Parents' Evenings but in addition

parents/carers can make contact via telephone or email, or meet with staff at any point during the school year.

Parents of pupils receiving additional support in the Prep School receive written termly reports with information about progress made towards targets, and suggestions made for future work. In Pocklington School, reports are written three times a year, and include information concerning pupils' progress, work covered and aims for the following term.

The effectiveness of all interventions is monitored and reviewed every term through standardised tests and data analysis such as CAT tests, MidYis, Yellis and Alis. The Head of Learning Support/Learning Support Coordinator/Learning Support Tutors liaise with Heads of Key Stages, Heads of Year and the Curriculum Director/Assistant Head (Curriculum).

2.3.iv SOCIAL, EMOTIONAL AND MEDICAL PROVISION

The Social and Emotional provision at Pocklington Foundation is the responsibility of the Pastoral Director (Pocklington School), the Head of Pupil Welfare (Pocklington School) the Head of Prep (Pocklington Prep) and the Deputy Head (Head of Pre-Prep). If a pupil has SEND under the social, emotional or mental health category then the Head of Learning Support/Learning Support Coordinator/Learning Support Tutors will liaise with the aforementioned parties, as well as the pupils and parents/carers, to ensure appropriate provision as required. This may be to support class/subject teachers/ Heads of Year as part of quality first teaching or to extend provision beyond the usual curriculum.

Class teachers and House tutors are the initial point of contact for parents/carers about a pupil's pastoral and social welfare.

Medical provision within Pocklington School Foundation is provided by the School Matron in the Prep School and the School Nurses in Pocklington School. In addition, a number of staff are qualified in Emergency First Aid and in the Prep School, Paediatric First Aid.

2.4 TRANSITION

In accordance with the Admissions policy, parents must make the School aware of any diagnosed SEND a pupil has on registration to the school.

2.4.i For entry to Reception - Year Two Pocklington Prep School

Children entering the Reception class will be informally "assessed" by the Head of Pre-Prep on an individual basis, prior to a place being offered. The Reception class teacher visits prospective pupils at their current setting and at their home before entry and liaises with the Learning Support Coordinator over any additional needs. Parents are encouraged to speak with the Learning Support Coordinator/Learning Support Tutor regarding their child's SEND needs.

All Year 1-Year 6 pupils are invited to "Moving Up" day when they spend a day or half day with their new class. Reception pupils attend four "Stay and Play" afternoons.

2.4.ii For entry to Year 3 - Year 6

External Entrants: All external entrants to the Prep School are asked to sit an entrance assessment covering Reading and Comprehension, Creative Writing, Maths and Non-Verbal Reasoning before being offered a place at the school.

All Year 1-Year 6 pupils are invited to “Moving Up” day when they spend a day or half day with their new class. Reception pupils attend four “Stay and Play” afternoons.

If a pupil has SEND on entry to any age group, the Learning Support Coordinator/Learning Support Tutor will invite parents/carers to provide as much additional information as possible in order to ensure that appropriate provision is put in place.

Current Year 2 pupils transitioning to Year 3 – Current pupils transitioning from Year 2 to Y3 will sit the same assessments as external candidates during the Summer term. Assessment data will be analysed and children not attaining age-related expectations will be considered for further support. In exceptional cases, where all other avenues have been explored, school will inform parents if it becomes apparent that a child’s needs cannot be accommodated.

Current Year 4 pupils transitioning to Year 5 – Current Year 4 pupils will sit assessments similar to external candidates during the Summer Term. The results will be analysed and discussed in relation to progression to Pocklington Senior School. If deemed necessary and informative, pupils will take further assessments during the Michaelmas Term of Year 5 and the results will be discussed at a meeting with relevant Senior School Staff in the Lent Term of Year 5. At this stage any concerns raised regarding a pupil’s progression to the Senior School will be discussed with parents by the Foundation Management Team.

2.4.iii Transition between Pocklington Prep and Pocklington School

At the end of each academic year, the Head of Learning Support and the Learning Support Co-ordinator meet to discuss the special educational needs of pupils on the Prep School’s Learning Support Register. The Learning Support Co-ordinator provides key information about each child and a collaborative decision is made concerning how much support should be put in place. Support may be withdrawn if it is felt that a pupil has made significant progress and no longer requires the same level of provision. Parents will be notified if this becomes the case for their child.

If a pupil is not entering Pocklington School from within the Foundation, information from their primary/prep school will be sought so that they can continue to receive the appropriate level of support.

The Foundation SENCo will make contact with the parents/guardians of all pupils with declared SEND prior to the pupil’s transition to Pocklington.

This process is also supported by results from the entrance assessments conducted prior to entry.

2.4.iv For entry to Year 7 – Year 11

All external entrants to the senior school are asked to sit entrance assessments covering English, Maths, Verbal Reasoning and Non-Verbal Reasoning before being offered a place at the school (e.g. 11+, 13+, 14+).

If a pupil is known to have SEND, and has received special access arrangements for tests and exams in their previous school (e.g. a reader, extra time etc.), these are put in place for the exam.

Should the schools have any concerns about the appropriateness of transition to Year 7 for an individual pupil, this will be communicated to parents before the end of the Lent term in Year 5.

2.4.v Key Stages 3 – 5

All students with a history of need are automatically granted 25% extra time in internal exams. Records are kept each year of how much extra time each pupil uses in every exams as evidence for GCSE and A level access arrangements. If a pupil does not use any of their extra time allowance, the exam arrangement may be withdrawn.

All students who have demonstrated a history of need will be formally assessed by one of three qualified specialists from Third Year onwards, as required by JCQ. Students are reassessed in Sixth Form, to make sure that their access arrangements are still appropriate. Occasionally, if a student has made significant progress, the assessment may reveal that they no longer qualify for extra time in examinations. Both the student and parents are made aware by letter if this is the case. Students and parents are also informed by letter if they do qualify for extra time.

To qualify for access arrangements a student must have:

A history of need

Qualifying scores on standardised tests administered by the learning support department where appropriate and

Evidence from internal tests in the form of exam papers.

2.4.vi For entry to Sixth Form

Students will normally be expected to have achieved at least 4 grade 6s and 2 grade 4s at GCSE (including English Language and Maths) in order to enter the sixth form at Pocklington School, including at least a grade 6 in their chosen A level subjects (where applicable). External candidates not studying for GCSEs will sit entrance exams in English and Maths to ascertain their ability to cope with the demands of A level study.

2.4.vii Monitoring the level of SEND provision

Throughout each Key Stage, both the Learning Support Coordinator at the Prep School and the Head of Learning Support at Pocklington Senior School monitor the progress of each child, collaborating with students, parents, staff and previous schools.

Prep School

In the Prep School, the progress of children on the Learning Support register is monitored and evaluated jointly by the Learning Support Co-ordinator and the child's teachers. Age appropriate standardised tests for reading and spelling are administered twice a year. A regular review meeting (usually termly) is held between the child's parents, the child's teacher and the Learning Support Co-ordinator to discuss progress. At this point a review of all quantitative (assessments and general work) and qualitative information (gained from staff, parents and the child concerned) informs the

decision regarding continuation of Learning Support. If it is deemed appropriate to remove the pupil from the Learning Support register due to the fact sufficient progress has been made, then a process of close monitoring by the class/subject teachers is implemented. Furthermore, students may move between stages of the register dependent on the progress that they make. Parents and other members of staff are informed of the decisions made.

Pocklington School

From Year 7 onwards, students are monitored regularly by the Head of Learning Support, Learning Support teachers, tutors and other pastoral staff, as well as parents. This ensures that potentially dyslexic pupils are included on the SEND register, and that extra information can be gained concerning those who are already on it.

Teachers and/or parents can highlight a pupil to the staff of the Learning Support Department if they believe that they may have a Special Educational Need (e.g. Dyslexia, Dyspraxia, Autism etc). The protocol for staff referrals can be seen in Appendix 1. When a staff member or a parent raises a concern, the Head of Learning Support will collect information from the child's teachers concerning their progress in order to build a picture of need. If it is clear that a child requires extra support, the Head of Learning Support will put lessons in place in line with policy. If they do not require extra support, the Head of Learning Support and class teachers will continue to carefully monitor and review the child's progress throughout the year.

In addition, a more formal review of progress for those pupils in the SEND register takes place after Michaelmas assessments and Summer examinations, when results are collated across all subject areas. Current levels of intervention are reviewed and may be modified if this is felt appropriate, based on the pupil's progress. The level of provision is also reviewed by the Head of Learning Support at the end of each academic year, and decisions made for the forthcoming academic year.

Parents are informed, in writing, of any changes to the level of provision to be put in place for their child at the beginning of each academic year.

3. RESPONSIBILITIES

The Head of Learning Support is Foundation Lead for SEND for both the prep school and senior school. The Learning Support Co-ordinator is responsible for coordinating Learning Support provision for Pocklington Prep School.

It is the responsibility of both the Head of Learning Support (Pocklington School) and the Learning Support Co-ordinator (Pocklington Prep) to:

- Liaise with parents, carers, staff and external agencies in order to provide the best care for pupils on the SEND register;
- Maintain and update the learning support register and access arrangements register regularly;
- Be responsible for special arrangements in public examinations;
- Inform and train staff about SEND, and share good practice;
- Put "reasonable adjustments" in place for SEND pupils who require them;
- Analyse data, and collaborate with parents, staff and external agencies if and when a child is identified as having SEND;

- Monitor the progress of students on the SEND register, and set appropriate targets in collaboration with staff;
- Present to subject co-ordinators, the Heads of Department Committee or Governors' Education Committee if there are issues to share/discuss in that forum in liaison with the Curriculum Director and Assistant Head (Curriculum);
- Conduct a weekly meeting to review matters relating to SEND in both schools.

The Learning Support Co-ordinator is:

- Line managed by the Head of Prep School and will meet with her on a regular basis to discuss provision within the Foundation. The Learning Support Co-ordinator will also meet with the Head of Learning Support on a weekly basis.

The Head of Learning Support is:

- Line managed by the Curriculum Director and will meet with him/her on a regular basis to discuss provision within the Foundation.

Oversight of Learning Support policy is undertaken by the Governors' Education Committee and will be undertaken by the Curriculum Director in January/February of each academic year.

Policy written and reviewed by:

Linda Deadman [Head of Learning Support], June 2012
Jonathan Webb [Director of Teaching and Learning], June 2012
Laura Powell [Director of Teaching and Learning], May 2013
Alex Ward, Change Lyndhurst to Pocklington Prep, July 2014
Laura Powell [Director of Curriculum], February 2015
Heather Young [Head of Learning Support], January 2016
Heather Young [Head of Learning Support], September 2016
Laura Powell [Curriculum Director] March 2017
Laura Powell [Curriculum Director] September 2017
Lisa Hutchinson (SENCo) September 2019
Lisa Hutchinson (SENCo) November 2019
Lisa Hutchinson (SENCo) October 2020

Pocklington School Learning Support Policy: Appendix A Pupil Referral Procedure

