



SEND (Special Educational Needs and Disabilities) Policy

This policy is the responsibility of the Director of Teaching and Learning and the Head of Learning Support to review and update biennially.

Scope

Malvern St James is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the following School policies:

- School's Admissions Policy
- Equal Opportunities and Race Equality Policy
- 3 Year Accessibility Plan
- More Able Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Early Years Foundation Stage Policy
- Safeguarding Policy
- English as an Additional Language (EAL) Policy

Definition of special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Only those who satisfy the two criteria below are considered to have special educational needs: They must have either a learning difficulty and/or a disability, and that learning difficulty or disability must require special educational provision to be made for them.

At Malvern St James a pupil would be considered as having SEND if:

They had a diagnosis by a specialist assessor of a specific learning difficulty or disability including, dyspraxia, sensory impairment, ADHD, Dyscalculia and the autistic spectrum;

And, in addition the learning difficulty or disability requires specific provision that is beyond the usual provision required in the classroom;

In School, further assessment is triggered by a pupil achieving a standardised score of below 85 in a reading and/or spelling test.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Aims

1. The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.
2. To identify, at the earliest opportunity, any pupil who may have SEND.
3. To ensure that special educational needs and inclusion provision is valued and accessed by

staff and parents/guardians, and that all pupils are perceived positively by all members of the School community.

4. To ensure that all teachers are aware of each pupil's needs and that such needs are a shared responsibility of all staff.
5. To monitor the progress of all pupils, identifying needs as they arise and providing support as early as possible.
6. To provide full access to the curriculum through differentiated planning by class teachers, Learning Support teachers and support staff, as appropriate.
7. To promote a growth mindset in all learners, including those identified as having SEND.
8. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs on the SEND Register.
9. To involve pupils in any planning and decision making that affects them.
10. To involve parents/guardians at every stage in the plans to meet their child's needs.
11. To provide regular INSET programmes for teachers.
12. To provide support for teachers so that the School is able to meet the individual learning needs of pupils.

Disability and Special Educational Needs provision

The School currently has limited facilities for pupils with disabilities and SEN. However, the School will comply with its responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with written evidence prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School can then assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil if an offer of a place is made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the child to continue at the School (see **3 Year Accessibility Plan**)

Governor and staff responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping the

governing body fully informed of the implementation of the School's policy in practice. The Director of Teaching and Learning line manages the Head of Learning Support and as such advises the Head on matters as detailed above.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Role of Head of Learning Support

The Head of Learning Support responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and governing body
- advising SLT on the strategic development of SEN provision across the School and managing the SEND budget
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- working with the Learning Support Team to ensure that IEPs and Pupil Profiles (PPs) are regularly updated
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- Administering Access arrangements for public examinations and liaising with the Examinations Officer to ensure appropriate provision.
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with the Director of Pastoral Care, the Health and Wellbeing Centre staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date
- Managing the SENCO and Learning Support staff, chairing weekly departmental meetings and liaising with Head of EAL and Examinations Officer
- Monitoring and evaluating pupil progress, in consultation with Heads of Departments, Heads of Year and the Director of Teaching and Learning.
- Along with the Director of Teaching and Learning, Heads of Year and Heads of Subject, have responsibility for assessment and tracking, which enables them to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling every child to achieve her potential.
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Role of the SENCO

- working closely with the Head of Learning Support, Heads of Year and Heads of Department to identify need and secure appropriate provision
- with the Head of Learning Support maintain the SEND, Additional Learning Needs (ALN), and Monitor registers and using ICT to record pupil information such as Individual Education Plans (IEPs) and registers on the school network.

- Contributing to regular meetings with Learning Support staff, as directed by the Head of Learning Support
- Working with the Head of Learning Support to create the time tables for individual lesson provision in consultation with parents, staff and pupils.

Role of the Learning Support teachers:

- To plan and deliver effective and personalised individual lessons
- To keep up to date records and evaluate the success of the interventions
- To create IEPs and PPs as appropriate
- To communicate effectively with staff and parents
- To contribute to the reporting/feedback process for individual pupils
- To contribute to sharing of good practice within the department

Role of class teacher

As all teachers are teachers of children with special educational needs and are responsible for pupils with SEND. They should:

- Familiarise themselves with the information on the SEND, ALN and Monitor registers and identify and note those students with Special Educational Needs.
- Ensure that differentiation is used, as appropriate, and in line with the departmental policy, in order to allow children with Special Educational Needs and Disabilities greater access to subject matter.
- Cater for the learning styles and individual needs of all children, including specific awareness of any IEP or PP strategies or targets.
- Discuss with Heads of Subject any child causing concern due to a lack of expected progress; for example, if a pupil is not achieving their expected level of attainment on progress reports.
- Teachers can refer pupils to the LES Department using the Pupil Referral Form.
- Foster both a love of learning and the necessary resilience for individuals to make the best of their learning.

Role of Head of Subject

Heads of Subjects ensure that regular opportunities are provided in department meetings for discussion about pupils causing concern, including pupils with SEND. Heads of Subject carefully track academic progress in their subject area and ensure that timetabled Drop-Ins or times when staff are available to provide support are available so pupils can get help when needed.

Each department is expected to cater for the learning styles and individual needs of all children, including specific awareness of any IEP or PP strategies or targets.

Heads of Subject should ensure that:

- They access the SEND, ALN, and Monitor registers and the IEPs and PPs which are available electronically and inform their staff.
- Use and contribute to the strategies outlined in the Waves of support and inform their staff.
- Invite the Head of Learning Support/SENCO to attend departmental meetings to discuss SEND issues.
- Attend HOS and staff meetings to hear updates from the Head of Learning Support and/or SENCO and inform the Head of Learning Support as necessary.

Identifying and supporting pupils with SEN and disabilities

The School is committed to early identification of and intervention with children who may have SEND and works closely with staff at all stages to achieve this.

A pupil may enter the school with identified SEND, but SEND may also be identified through the school assessment practice. The needs of the whole child are considered when identifying SEND, which may relate to:

Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs

The Head of Learning Support/SENCO can identify possible learning difficulties at the following stages during screening and assessment processes:

- **Key Stage 2** Pupils are screened at the beginning of each autumn term for spelling, comprehension, reading accuracy, writing skills and numeracy.
- **Key Stage 3** Pupils are screened at the beginning of each autumn for spelling, reading comprehension, reading accuracy and writing skills.
- **Key Stage 3, 4 and 5** In Year 7, Year 10 and Year 12 MidYis, Yellis and Alis assessments are taken by pupils.
- **All exam results** are analysed to monitor expected progress.

Teachers across the school may be instrumental in identifying potential SEND if a pupil is failing to make progress as expected within the year group, despite employing a range of strategies and interventions. Teachers are required to complete a referral form that states the concerns and detail the interventions implemented and given to the SENCO. The follow up process is shown in the flow chart (**see Appendix 3**) Concerns can also be raised by parents and pupils and use the same flow chart.

The Learning Support Department works closely with the Head of Careers. Students in Years 12 and 13 who may qualify for a Disabled Student's Allowance are given advice and guidelines so that any support necessary is in place for the next stage in their education.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an

educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take appropriate steps to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action and this communication will in the first instance be via the Head of Learning Support. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Malvern St James' SEND Intervention Procedure

We aim to provide a graduated response to match each pupil's level of need. Parents are involved in decision making and are kept fully informed of the recommendations, actions and interventions at all stages through emails, meetings and telephone.

Pupils who are identified by their teachers, Head of Year, Head of Learning Support/SENCO, or parents, as causes for concern, by completing a referral form, will be assessed by the Head of Learning Support to see how they can be best supported. A range of evidence is then collected through the School's assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Head of Learning Support, after following the referral process, will recommend whether additional and/or different provision is necessary.

If, after investigation, a pupil meets the criteria then she will be placed on the SEND, ALN or Monitor registers. If she is on the SEND or ALN register she will have an IEP or a PP which will be reviewed after regular intervals. This will be written by the Learning Support staff, but always in consultation with students, parents, guardians and teachers. It may also involve consultation with and advice from external agencies. This information is communicated to both parents and teaching staff. These students should receive additional in-class support through targeted teaching approaches.

More regular specialist support may be recommended or parents may decide to choose to have extra support for their daughter. During the admissions process, additional support may be made a condition of entry. This level of support is provided on a fee basis. The progress of these students is monitored by Heads of Department, the relevant Heads of Year and the SENCO over the year.

Malvern St James' graduated response is delivered through the Waves of Intervention (see Appendix 1): Progress through the Waves depends on need. A girl's needs may be met (for example) by Wave 2.

Wave 1: Quality first teaching with reasonable adjustments/differentiation for pupils with a recognised learning need or SEN within the context of day-to-day classroom teaching.

Once a class teacher has identified that a pupil is not meeting expected progress (for example, via a 5 for attainment on a Progress Report) then this has to be raised by the class teacher with their Head of Subject. Strategies must also be put in place within the classroom setting. At this point a decision may be made to refer to the LES Department. The Head of Learning Support will then follow up any referrals. If after up to a term of differentiation within the classroom, pupil progress does not meet expectations (for example, if they receive three consecutive level 5s for attainment), then the girl will move on to Wave 2.

Wave 2: Small group interventions to teach key skills, target specific areas or year groups or support for small groups within mainstream lessons or Drop-In clinics. These interventions are provided by SENCOs or teaching staff both within and outside of teaching time.

Pupils are eligible to attend range of sessions according to their needs, as identified by Head of Learning Support/SENCO and class teacher. Form Tutor and Heads of Year are informed of Wave 2 provision. Not all pupils can attend these sessions due to timetabling restrictions; these pupils may be seen individually or in pairs for a similar time period (up to six sessions). This is need-dependent rather than time-dependent; if pupil continues to not meet expected progress, then after completing the sessions, the SENCO reviews progress with the relevant class teacher. This could trigger further action and possibly a move to Wave 3.

Wave 3: Individual Learning Support lessons for Literacy, Numeracy or Study Skills. Learning Support lessons are arranged to minimise disruption to lessons.

A pupil may have adjustments or a reduction to her curriculum based on recommendations by the Head of Learning Support, Educational Psychology or medical report in consultation with parents, the pupil, Heads of Year and Director of Teaching and Learning. Currently, we do not automatically move to requesting an EP (Educational Psychologist's) report once a girl reaches Wave 3. If a pupil is indeed identified as having more specialist/specific difficulties, then the Head of Learning Support does recommend that an EP assessment takes place, the cost of which is met by the parents/guardians.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Pupil Profile or Individual Education Plan. This is drawn up in consultation with the pupil's teacher, the SENCO / Head of Learning Support, the pupil and their parents and kept on the School's information system. The Pupil Profile/ Individual Education Plan contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Individual Education Plan / Pupil Profile was drawn up and date for review.

The Individual Education Plan/ Pupil Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO) / Head of Learning Support.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is the Head of Learning Support. The Head of EYFS will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Learning Support Provision

All pupils are able to access support from the department as shown in the **Provision Map (see Appendix 2)** this includes:

- Prep Drop-In: this runs every week day after school during Prep time and is staffed by a teacher from the Learning Support Department and offers help with Preparation for any student from Year 7-13.
- Touch typing lessons are offered.
- One weekly 30-minute Prep Drop-In session runs in the Preparatory Department.
- The Senior department runs an 'Open door' policy so that individuals may discuss difficulties or concerns through a weekly Drop-In Clinic run between 1pm and 1:30pm in the LES Department.
- One-to-one provision is part of the graduated response to Learning Support needs. It is recommended for all SEND pupils and may be a requirement on entry if a pupil has an existing or identified SEND need. These one-to-one lessons are charged to parents.
- The Learning Support Department may mentor students in response to concerns raised by Heads of Year (HOYs); this is to provide specific individualised support as directed by the HOY. This could be a short-term intervention or a longer programme of support. Mentoring focuses on supporting and enabling an individual to be able to cope with problems or barriers to learning that they may be facing.

Entitlements to additional time and/or support in external assessments

Pupils who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their daughter's form teacher, Head of Year or SENCO) / Head of Learning Support with regard to any application for additional support as soon as reasonably practicable.

The Head of Learning Support is responsible for collecting evidence and for managing exam access arrangements and applications:

- The LES Department follows JCQs and CIEs regulations for 'Adjustments for candidates with disabilities and learning difficulties'.
- Access arrangements for external exams are only processed for those candidates who have an impairment which has a long term and substantial effect, giving rise to persistent and significant difficulties.

- The arrangements must reflect the candidate's normal way of working.
- Access arrangements, as outlined above, may be given for Entrance Examinations.
- The LES Department works with the Exam's Officer to support access arrangements for internal exams in Key Stage 3, 4 and 5.
- If it is felt that a pupil may require access arrangements evidence is gathered from staff that this is the pupil's normal way of working.
- Staff may refer a pupil to the LES Department if they feel the pupil has a disability or significant learning difficulty which may require the use of access arrangements.

Further aspects relating to SEND provision

Admissions

The School is academically selective and welcomes all pupils who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantage which may be encountered by applicants with a disability.

The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. The School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam so that any reasonable adjustments can be made.. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, including using formal and/or informal screening, as appropriate. Recommendations about Learning Support needs and/or necessity for one-to-one lessons is part of the SENCO's/Head of Learning Support feedback and is an important part of the Admissions process.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request. This sets out the School's plan, where reasonable, to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose 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 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding

challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Safeguarding Children Policy will be followed if there are any safeguarding concerns relating to a child.

Communication with Parents/Guardians

The Pupil Profile (PP) is emailed out in October every year for parents to comment. Feedback is responded to and acted upon, in the learner's best interests. These documents are also taken by the relevant SENCO to Parents' Consultation, for any further comments to be added by parents. Profiles routinely contain updated pupil comments, sought each year and added to those already recorded for existing pupils. The IEPs are reviewed twice a year with input from pupils; they are issued to parents/guardians in September and/or February of each year. The Head of Learning Support/SENCO contacts parents at least three times per academic year, including Parents' Consultations if attended by the relevant parents/guardian.

English as an Additional Language (EAL)

Pupils are registered as EAL if they have an additional language as their first language and speak an additional language in their home environment. At Malvern St James we value the fact that some of our pupils speak a variety of languages whilst recognising that competency in English is important for accessing the curriculum. We recognise that a pupil who does not have English as a first language may also have SEND. The departments work together to establish if a pupil's performance is due to limitations in their English or if it arises from an SEN or disability (See English as an Additional Language (EAL) Policy).

More Able

Malvern St James recognises that pupils have different levels of ability and natural talent and individual teachers differentiate their work in response to this group. Pupils can participate in a wide range of challenging clubs and activities. The school has a separate More Able Policy that details the identification of More Able pupils.

Records of SEND

All pupils with SEND are listed on the SEND register. In addition, there is a separate Additional Learning Needs register that details pupils who receive support but do not meet the definition of SEND, and the Monitor register for those pupils who have been noted as having possible difficulties or pupils who have exited either SEND or ALN register and are being tracked to ensure progress is continuing.

The Learning Support department maintains secure paper and increasingly electronic records, containing detailed records of information for all relevant pupils in the department.

Evaluation of Learning Support provision

The effectiveness of the school's policy is evaluated annually by the Head of Learning Support, SENCO, the Director of Teaching and Learning and academic staff. Due to the nature of Learning Support, in that it is a matter for the whole school, it is not always possible to measure progress in quantifiable terms. Within the whole school, systems are in place for tracking pupil progress. The list below provides a sample of the ways that the Department is able to evaluate its success.

Analysis of:

- Pupils' progress and standards e.g. in literacy, behaviour and a variety of test results.
- GCSE/GCE results as compared to the potential of students.
- Pupil MIDYIS score and summer examination score; a correlation is carried out for all students.
- The views of parents and pupils.
- 1:1 lesson objectives and IEP targets. An example of this, is the use of 'target tables' in the Prep Department for literacy; the objectives for each 1:1 lesson are recorded in the staff shared area so that the class teachers are able to reinforce these objectives and note whether they have been observed.
- The reviews of Wave 2 intervention.
- The SENCO observes lessons to specifically focus on the teaching strategies and adjustments made to support the needs of different groups of learners, including vulnerable learners and pupils with SEN and liaises with teaching staff.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their daughter's form teacher, Head of Year, SENCO or Head of Learning Support if their child's progress or behaviour gives cause for concern.

Appendix 1

Malvern St James Waves of Intervention

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	Differentiate curriculum planning, activities, delivery and outcome Differentiate Preparation (Prep) Liaison with parents and House staff to review specific needs Examples of good work In class targeted teacher support Increased visual aids/modelling Visual timetables Illustrated/ACE dictionaries Use of writing frames Access to ICT Team teach Access to whole school homework clubs - lunchtime subject drop-ins Prep drop in – LS Dept. After School club: targeted reading and Maths Revision classes	Booster lessons Catch-up lessons to students in exam classes who are behind Exam booster classes In class support from TA Reduced timetable Increasingly individualised timetable at KS4 1:1 tuition	Small group 1:1 literacy/numeracy support Learning challenges Exam concessions Advice from EP/Specialist teacher
Communication and Interaction	Differentiate curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids/ modelling Visual timetables Structured school and class routines	Support with focus on supporting speech and language	Small group 1:1 support for language Speech and language support/advice Visual organiser Advice from EP/Specialist teacher
Emotional, social and mental health	Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Circle time PSHE focused work	In class support for supporting behaviour targets, access, safety Short term mentoring within the LS Department. Pastoral Care plan	Individual counselling Individual support or mentoring Individual reward system Social skills training Peer mentoring Advice from EP/Specialist teacher Time-out Individual mentoring in the LS Department Pastoral Care Plan
Sensory & Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil Grips Morning movement Improved accessibility of building	Additional skills training Additional fine motor skills practice	Individual support in class during appropriate subjects e.g. Science, PE and lunchtime (TA or LS) Occupational therapy programme Use of appropriate resources e.g. radio aids Advice from EP/Specialist teacher

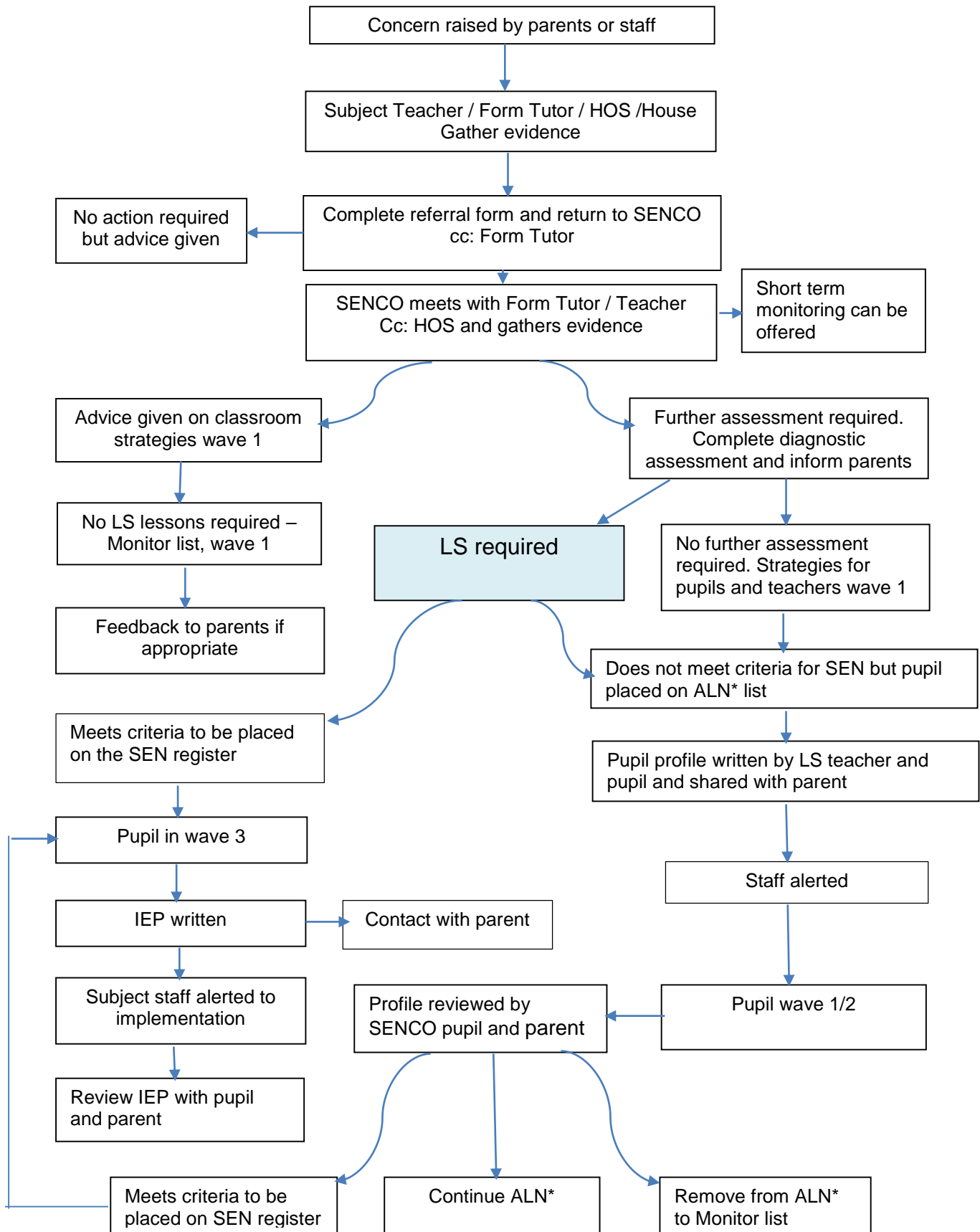
Appendix 2 Malvern St James: Learning Support Department: Provision Map 2018-19


Year Group	Provision/Resource	Staffing	Notes
All years: Preparatory Department	In class support: Read, Write, Inc and departmental resources	Prep/Senior Dept SENCO/Maths Specialist for 6 hours per week	Prep Dept SENCO and Senior School SENCO to support Pre-prep and Prep Dept teachers with differentiated group work in English and Maths lessons each week. L/S Numeracy and Literacy specialist teachers to support Pre-Prep teachers for 2 x 30 mins per week.
KS 2, 3, 4	Small Group Intervention	Prep/Senior Dept SENCO	Working on key skills covering aspects of Literacy and Numeracy. Small groups of girls identified as needing short term booster sessions in non-curriculum time.
KS2	Reading Support - Listening to, and monitoring, reading	Prep/Senior Dept SENCO	To develop reading skills focusing mainly on girls who are having reading difficulties and also extending more able readers.
Key Stage 2	Prep Drop-In: students' own work	Prep SENCO	A Prep Drop-In session for any girls requiring help with homework. Every Tuesday 4:30-5:00pm
Year 7 and 8	In class English support	Senior/Prep School SENCO	To support differentiation in Year 7 and 8 English lessons
Years 7 to 13	Prep Drop-In: students' own work	Senior and Prep Dept SENCO	Prep Drop-In runs 5 evenings a week from 4.30 to 6.00 pm. Students to register in and out.
Years 7-13	LS Clinic	Senior School SENCO	Lunch time drop in session, open to all girls to discuss any concerns
Key Stage 4	Booster sessions for key skills	Prep/Senior Dept SENCO	Short term booster groups for key skills
All years	Any student can access help at any time with a member of the L S Dept: student's own requirements	All teachers in LS Dept	Support service offered to any student in school for short term help eg: essay planning, concerns with curriculum and revision.
Reception to Year 6	Movement Programme	Prep Dept SENCO & Prep Dept teachers for 20 minutes per week	Programme for Key Stage 1 and 2 students for 20 minutes a week. This includes developing coordination skills and yoga techniques.
Year 3 to Year 6	Keyboard Skills; use Junior English type software in the Junior ICT suite	1 hour per week with Prep Dept SENCO.	Run as an after school club and lunch time session. 3 separate 30 minute sessions with places for 5 students in each. Open to all students in KS2 on a first come first served basis, with particular encouragement given to SEN students who would benefit from improving typing skills.
Year 3 to Year 6	Handwriting lesson based on "Speed Up" programme.	Prep Dept SENCO, 45 minutes per week at lunchtime	Offered to girls with significant handwriting difficulties to work in groups up to 4 students for 8 weeks

Years 10 to 13	Yoga Class	Yoga teacher 1 hour weekly class	Offered to all students in years 10 - 13 to deal with stress and teach relaxation techniques
Years 7 to 13	Typing tuition: English type software	SENCOs	Senior School SENCO runs a 30 minute lunchtime session for pupils who have been referred in order to develop keyboard skills.
Years 10 and 12	Examination Concession Testing in line with JCQ requirements: variety of standardised tests	Senior and Prep Dept Senco	Testing, report writing and negotiating with exam boards via Examination Officers

Appendix 3

Process for referral – Flow Chart



Authorised by	Resolution of the School Council
Signature	
Date	May 2019

Effective date of the Policy	May 2019
Review date	May 2021
Circulation	Members of School Council / teaching staff / all staff / parents / pupils [on request]