



Felsted

SUPPORT FOR LEARNING (SPECIAL EDUCATIONAL NEEDS AND DISABILITY) POLICY

**BOTH SCHOOLS INCLUDING
EYFS AND BOARDING**

Governors' Committee normally reviewing:	Education Committee
Date formally approved by the Governors :	Autumn Term 2024
Date policy became effective :	October 2008

Period of Review:	Two years
Next Review Date :	Autumn Term 2026

Person responsible for implementation and monitoring :	HOD Support for Learning (Senior School) Head of Support for Learning (Prep School)
Other relevant policies :	<ul style="list-style-type: none">● Assessment Policy● Learning and Teaching Policy● Class Size Policy● Curriculum Policy● English as a Second Language Policy● Literacy Policy● Reporting Policy● Access Arrangements Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

1. Introduction

Felsted aims to ensure that all pupils are able to fulfil their academic potential and recognises that some pupils require additional support to enable them to do this.

The aim of support for learning is to allow pupils to become familiar with a specific body of knowledge, skills, principles and vocabulary in order for them to fully access a broad and balanced curriculum. The Head of the Support for Learning Department (Senior School SENCo), Head of Support for Learning (Prep School SENCO) and the Department Teachers and Higher Level Teaching Assistants and Teaching Assistants provide this support and liaise closely with the Deputy Heads, HMs, Heads of Phases, Tutors and parents/guardians. The school sets out to offer a personalised learning programme where practical, with the right level of support and challenge for each individual.

The purpose of the Policy is to set out how Felsted will:

1. Ensure that all pupils with SEND are identified and supported by the School.
2. Ensure that there is support for teachers to meet the learning needs of all SEND pupils.
3. Ensure that appropriate resources are available for pupils with SEND
4. Ensure that there are clear procedures to review and evaluate the effectiveness of provision

In addition to the guidance of the teachers, parents and other support staff, the School employs a counsellor to assist with behavioural, social, emotional and mental health needs. An overview of SFL procedures can also be found on the School website.

A definition of SEND

According to the SEND Code of Practice: “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to, that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

A child has a learning difficulty if he or she

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability that prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be, taught.

Learning difficulties may be summarised in the following categories:

- Cognitive and Learning Difficulties
- Social, Emotional and Mental Health needs
- Communication and Interaction needs
- Sensory and Physical needs

A definition of Disability

As defined by the Equality Act 2010, a person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

2. Admissions

The School is selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life.

The School's selection policy is described on the website, in the prospectus and in the School's Admissions Policy. Applications from all who have the ability and aptitude to access our curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report, specialist assessor's report or educational psychologist's report, to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

Each pupil with a disability and/or SEN requires special consideration. 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 co-curricular activities as well as arrangements in the boarding Houses, before their child becomes a pupil at the School.

3. Diagnosis and testing

Pupils may have an Educational Psychologist's report or other diagnoses, including a report from their previous school, on entry to Felsted. They may have a full assessment of any one of the wide ranges of learning needs encountered (including dyslexia, dyspraxia or autism spectrum disorders) or emotional and behavioural difficulties, or they may have a partial diagnosis. Other pupils may have an undiagnosed need and be referred by subject staff/class teachers at Felsted. The SENCo is then responsible for carrying out screening or diagnostic assessments where appropriate and also referring pupils on for a formal diagnosis where appropriate. The SENCo will work closely with parents to guide parents to ensure that any external diagnostic assessment is carried out by a suitably qualified and accredited practitioner. Where a child is considered to have particular needs the SENCo will place them on the SEND Register (Prep or Senior) Both SENCos liaise throughout the year to ensure effective transition. Both Schools make reasonable adjustments as and when they are appropriate.

EHC Plans

The SENCo will, where deemed appropriate, liaise with parents and apply to the appropriate LA for an Education, Health and Care (EHC) plan. If an EHC plan is granted then the school has a legal requirement to make sure that the information within the plan is upheld and the provision outlined is met. The same applies for a pupil who enters the school already with a plan in place. The SENCo will ensure that the pupil's Annual Review takes place and is attended by all relevant parties and that any funding given is used appropriately. The pupil's needs will be assessed by the SENCO and any additional policies needed, such as a separate pupil emergency evacuation plan (PEEP), will be drawn up as necessary.

Resources

Additional resources are put in place as necessary to meet the needs of the pupil. Access to specialists and external agencies will also be sought as appropriate. Appropriate assessment and exam arrangements and dispensation will be put in place and applied for in advance of public exams as required.

4. Central Registers of SEND

The SEND Register is confidential to members of the Common Room and is made available to members of the teaching staff and teaching assistants on the School's internal information system. It is also provided by House and discussed at HMs meetings so that they can support members of their House in their learning. The Register is regularly updated and reviewed. All teaching staff are aware of pupils in their classes who require particular forms of learning support.

5. Individualised support

Pupils with identified additional needs will have an IEP setting out the reasonable adjustments that will support their learning across the academic curriculum and co-curricular programs.

This is available on iSAMs. The IEP is shared with parents and seeks to identify key tasks, approaches to learning, and strategies which benefit the individual. It offers pertinent information to teaching staff as to the specific additional needs of the child together with a range of strategies and reasonable adjustments. In the Senior School, Higher Level Teaching Assistants will discuss with classroom teachers the targets and strategies for individual pupils in their class as outlined on the support plan and work towards them in class time. In the Pre-Prep and Prep Schools, Support for Learning teachers and Teaching Assistants liaise with class teachers to provide tailored support where appropriate.

6. The nature of support for learning

SfL Department Teaching Staff

SfL teaching staff provide one to one or small group support within the SfL rooms during timetabled lessons. With reference to the IEPs, these classes address the range of specific difficulties encountered primarily by adopting a personalised and multi-sensory learning approach to learning.

Higher Level/ Teaching Assistants

Teaching Assistants provide support for individuals and groups in the classroom to enable contextualised learning within the lesson, or they undertake one to one or small group sessions in the SfL rooms or Library. Setting in some subjects enables the focused deployment of Higher-Level Teaching Assistants, for example in lower Maths, English sets and Science. Higher Level Teaching Assistants have specific subject knowledge to provide informed support.

Organisation of Lessons

In the Senior School, pupils have timetabled lessons and in the Prep School lessons are arranged with the individuals to take place at a suitable time.

In Year 9 this is usually done by studying one modern foreign language instead of two. There is then the opportunity to undertake one or in some cases two fewer GCSEs in Year 10 and 11, and have timetabled Support for Learning during those lessons. For 6th Form, lessons take place in private study periods. This is on a one to one basis in

the 6th Form and for lower years no group is larger than 4. Consideration in timetabling is given to individual pupil need. Lessons in years 9-11 are structured to ensure pupils benefit from social interaction and shared learning opportunities balanced with consideration for more specific intervention where required.

In the Prep School, lessons are taught on a 1:1 basis, with some group lessons for Year 7 and 8, for children for whom this is indicated by external assessment reports or from internally assessed needs.

Resources

There are a number of key documents that underpin Support for Learning. These in particular are the SEND Register with associated IEPs and details of GL Assessment data. The SfL Departments have a range of resources, software and other materials for the use of teaching colleagues and pupils.

7. Communication

Teachers are made aware of pupils with additional needs through the SEND Register and through regular dialogue with the SfL Department. The weekly bulletin and/or staff briefing can also be used to update staff regarding SfL pupils. INSET sessions are used to train all staff and make them aware of the needs of the pupil. These may be run by members of the SfL Department or outside specialists as appropriate. Individual IEPs are reviewed during the course of the year, as appropriate, and shared with parents.

The School encourages parents to share any concerns about their child with the staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. In consultation with the SENCO, staff will liaise with parents to discuss adjustments to the curriculum or IEP followed by their child, or if there was a specific concern. Parents are contacted at least once each term and invited to meet or speak with the pupil's learning support teacher/SENCO and other relevant staff and are given contact details to access the Department more regularly as needed.

Pupils on the SEND Register are assessed regularly to track progression, but also to establish whether they qualify for extra time or any other dispensation in examinations. In both Schools, wider assessments from curriculum areas and reading tests are used to assess progress.

8. Physical accessibility

The School's Accessibility Plan highlights the ways in which the Governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, large site and resources. Facilities for wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded.

9. School behaviour and discipline

The School has in place a well-developed system of pastoral care for social interaction amongst pupils. The School's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other

with courtesy and consideration. The School's behaviour policies and school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the School has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

This is included within the Pastoral Care Plan including Anti-Bullying and the Behaviour Discipline Policy (Prep School), Behaviour Policy (Senior School) and Anti Bullying Policy (Senior School).

10. Complaints

The School naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy and Procedure is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

11. Review

This Policy is reviewed by the Department and Leadership Teams, and is updated as required.

This Policy will be reviewed every two years by the Education Committee, reporting to the full Board of Governors.