



CHARTERHOUSE

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

RSL | Lead: DH (Academic) | Last reviewed: Oct 2023 | Next Review: Oct 2024

Introduction

This policy describes the aims, policies and procedures of the Educational Support Department at Charterhouse. It is written with reference to the Special Educational Needs and Disability (SEND) Code of Practice (2015), Part 3 of the Child and Families Act (2014), the Equality Act (2010) and the Independent Schools' Inspectorate (ISI) *Regulatory Compliance Inspection Framework – Handbook (September 2023)*. This policy should be read in conjunction with the School's policies on Admissions, Pupil Equal Opportunities, Safeguarding & Child Protection, Anti-bullying, Accessibility, Data Protection, and EAL.

Values

This document is designed to support the school's values of:

PERSEVERANCE
CHARTERHOUSE
RESPONSIBILITY
MORAL COURAGE
OPEN-MINDEDNESS
KINDNESS

In particular the policy supports the EDI Policy of '**We Belong**' in which the school aims to create A future-ready education providing acceptance, welcome and unity, with belonging at the core, where every individual is empowered to reach their potential.

Definitions:

- I. **Pupils** - relates to any pupil in the School, whether sitting (I)GCSE, Pre-U, A Level or the IB Diploma Programme.
- II. **SEND** is an acronym for Special Educational Needs and Disability. It is a legal definition as defined by the Educational Act (1996) and Children and Families Act (2014). It applies to children who have learning difficulties or disabilities that make it *significantly harder* for them to learn or access education than most other children their age, based on national baseline data.
- III. Special educational **provision** is educational training, intervention or provision that is *additional to or different from* that which is generally available to others of the same age.
- IV. **Disability** - Under the Equalities Act 2010 someone with a disability must have a *substantial disadvantage* in comparison to someone without a disability
- V. **EAL** – English as an Additional Language. When a pupils first language was not English and/or they have been exposed to another language during early development.

Aims

All students regardless of their needs, are provided with inclusive teaching to enable them to make the best possible progress in the school and feel valued as a member of the wider community.

Our aims are to:

- Identify early through screening and data analysis and by liaising with parents, previous settings and all relevant parties within the school
- Recognise and support the needs of pupils with special educational needs, disabilities and learning difficulties, once identified.
- Manage and provide for these pupils using a “child-centered” approach.
- To provide all staff with training, support and advice to enable them to fulfil their responsibilities for the progress and development of the SEND pupils in their care.
- Make reasonable adjustments to reduce barriers to pupils’ reaching their potential and making appropriate progress
- Support pupils’ in preparing them for their future paths.
- Work within the guidance provided by the SEND Code of Practice 2015 and relevant acts of law.

The Educational Support Department:

The Educational Support Department is staffed by:

- The Head of Educational Support – Miss Becky Lawrence (SENDCo)
- Teacher and EAL Specialist – Mrs Jean Curry
- Learning Mentor – Mrs Fiona Scott
- SEND Administrator – Ms Helen Other

Admissions

All prospective entrants will follow the standard Charterhouse admission procedures. Entrance into the School is dependent on each prospective pupil meeting the School's entrance criteria, usually through achieving the required standard in the Common Entrance or Scholarship Examination (at 13+) or the Sixth Form Entry Examination (at 16+). Wider factors, such as temperament, personal skills and interests will also be taken into consideration, to ensure individual pupils are likely to thrive at the School.

Pupils with SEND and/or learning difficulties are admitted to the school if they meet the required criteria in line with our Admissions Policy. Entrants must be able to fully access the academic curriculum, with a reasonable amount of additional support (including reasonable adjustments under the Equality Act) where appropriate and/or where necessary. It is important that entrants are able to be successful and happy at the school with the demands of the school environment, curriculum and extra-curricular program.

To ensure the above, each pupil with SEND or learning difficulty is considered for admission on an individual basis. Parents are asked to provide a copy of a medical report or educational psychologist's report for the SENDCo to consider as part of the admissions process. In addition to making the School aware of any adjustments that may be necessary for the prospective pupil to sit the entrance exam, parents are positively encouraged to discuss their child's needs, and request a face-to-face meeting, with the SENDCo/Head of Educational Support to fully understand the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the School.

Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for adjustments for the entrance examination, for example, for large print material, extra time, use of laptops or other special arrangements. They should be advised however, that these concessions will be reviewed upon entry to the school and do not guarantee concessions in public exams as these will only be awarded in accordance with the Exam Board Regulations.

Although we request information from previous school we also ask parents to facilitate communication with the pupil's existing school's Special Educational Needs Coordinator. Details of this process are contained in the Prospective Pupil Booklet. This supports a more coordinated transition from prep school.

Please note that failure to disclose a known SEND diagnosis or need can result in a student's place being revoked.

Screening on entry

All our pupils are screened on entry to the School using a very wide range of standardised tests. The results provide the information necessary to form a full picture of a pupil's needs both independently and relatively to other pupils, on which we can confidently base decisions about intervention, support and allowances at Charterhouse.

Identification

Pupils may enter the school with identified SEND and/or learning difficulty, but others may also be identified post entry through the School's monitoring systems, screening or referral.

All staff can refer to the Educational Support Department using their Referral Form. Parents can also raise their concerns with tutors who will discuss these and then complete the form and submit this, where appropriate. This is emailed to the SENDCo@charterhouse.org.uk email address which is monitored regularly. These are triaged and dealt with by the team appropriately.

We have introduced a standardised Dyslexia and Dyscalculia Screener by GL Assessment this does not diagnose but shows those with traits of these SEND Needs. The SENDCo can also do an informal screening for ADHD, Autism and other SEND Needs to show traits of these needs.

Tracking and Monitoring

Pupils with SEND and/or a learning difficulty are monitored by the SENDCo/Head of Educational Support by placing them on the SEND Register as Y or M. Y means they have a diagnosis and M that they are monitor and have traits of a SEND Need or on a pathway to diagnosis. The SEND Register is shared with all staff and includes strategies for Academic and Pastoral staff to use to support students.

The SENDCo also uses the School-wide Attainment & Effort grade system in conjunction with regular meetings with the relevant Heads of Year to track and monitor where a pupil is not making adequate progress, appropriate intervention and support will be discussed.

The Code of Practice states that lack of progress may manifest itself in the following ways:

Progress which:

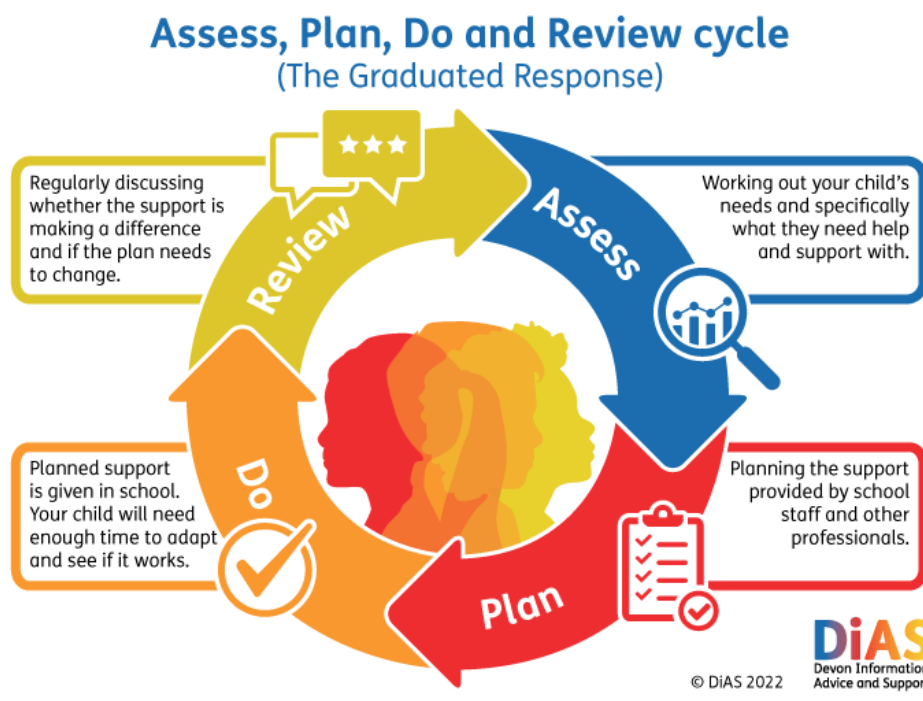
- “is significantly slower than that of their peers starting from the same baseline.”
- “fails to match or better the child’s previous rate of progress.”
- “fails to close the attainment gap between the child and their peers.”
- “widens the attainment gap.”

In addition to departmental observation practices, the SENDCo/Head of Educational Support also observes lessons, in order to review teaching strategies and pupil engagement. Follow up discussions are held to review teaching strategies and adjustments.

Teachers are expected to annotate their mark books and seating plans with relevant information on pupils with SEND.

Graduated Support & Provision for Pupils:

The SEND Code of Practice (2015) requires that the school use a Graduated Approach to supporting SEN Students.



The School applies a graduated approach towards support and specialist provision is arranged on an individual basis. The School takes seriously the requirements in the SEND Code of Practice that:

- “Teachers are responsible and accountable for the progress and development of the pupils in their class”, and that
- “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND”.

The majority of pupils who arrive at Charterhouse with an existing diagnosis have one of ‘mild’ specific learning difficulties. In most cases subject teachers will be able to meet the needs of these individuals within the classroom context with advice.

The first step to responding to pupils who have or may have SEND is the provision of high-quality teaching, with reasonable adjustments for individual pupils. Much of this will be achievable within the classroom environment through such things as teacher awareness achieved by training, differentiated tasks and the use of ICT and other electronic aids. All teachers are accountable for the students within their class and the progress they make. The SENDCo will support

¹ <https://devonias.org.uk/information/support-for-sen/how-sen-support-is-planned-and-given/>

this through the Teaching and Learning Group and by providing training.

The Equality Act places an obligation on all schools not to discriminate against pupils or prospective pupils on grounds of disability. Where a disability is identified we will make reasonable adjustments, where practicable, to avoid discrimination. These may include ways of helping a disabled pupil to access the teaching curriculum in class, in activities outside class, and during the production of individual work, as well as via examination access arrangements

Pupils who are identified as making less than expected progress can be raised as a concern at a number of monitoring meetings which take place after each reporting cycle (e.g.: departmental, Educational Support). This information is gathered and reviewed by the SENDCo/Head of Educational Support. The SENDCo/Head of Educational Support liaises regularly with all teachers, Heads of Year, Heads of House, Tutors, pastoral Assistants, Health Centre, as well as the Deputy Headmasters Academic and Pastoral.

Students with SEND Needs and not making progress will have a Personalised Learning Plan made. This will include targets for the pupil to work towards, these will be reviewed regularly. The PLP will be circulated to teachers with clear focus on support that can be provided. This will also include support that can be provided by the Educational Support Department.

A few pupils with SEND may need further support from the Educational Support Department. The department avoids taking students out of lessons and tries to arrange interventions around sports and extra-curricular time, where possible. We avoid students dropping subjects except in exceptional circumstances, after many other interventions have been tried and agreed with the SENDCo and Assistant Head (Under School).

The Department does have as a range of interventions:

- Reading and literacy sessions
- Support with banco through a Banco Drop in each Thursday afternoon.
- CogMed - Cogmed is an evidence-based training program for improving working memory and attention.
- Touch Typing

Training

The School trains its teachers to make reasonable adjustments within the curriculum and to take into account pupils' learning difficulties and disabilities (as well as the needs of gifted and talented pupils).

Teachers receive regular training in the adapting the learning environment and/or using teaching strategies to help individuals to learn effectively. They are informed about the Code of Practice and their responsibilities. The SENDCo/Head of Educational Support liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND. The SENDCo holds Briefings in Individual students with their teachers as needed, to ensure all teachers are aware of a students needs and share best practices on supporting that student.

Teachers new to the School receive SEND training as part of their initial induction. Strategies for support within the classroom context are also discussed, as well as guidance around exam concessions.

The Staff Handbook and departmental handbooks also remind the teachers of their responsibilities for pupils with SEND. In addition, the Educational Support pages on the Intranet provide information for teachers on a wide range of learning differences plus practical suggestions on how to support learning differences in class.

The SENDCo/Head of Educational Support supports all teachers, Head of Houses and tutors in being aware of and proactively catering for the needs of all SEND pupils.

Internal and External Examinations

The Educational Support Department and Examinations Office work jointly to ensure that the needs of all pupils eligible for access arrangements are met in both internal and external examinations. The SENDCo/Head of Educational Support is qualified to screen and apply for Exam Access Arrangements for public examinations. The SENDCo ensures that details of access arrangements granted, in line with the relevant examination board regulations, are applied for and passed to the Examinations Office. The Examinations Office uses this information for examination planning purposes.

Access Arrangements

Access Arrangements allow pupils with specific needs, such as SEND, or temporary injuries to access the assessment and show that they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with this duty under the Equality Act 2010 to make 'reasonable adjustments'.²

Under the Equalities Act 2010 someone with a disability must have a **substantial disadvantage** in comparison to

² https://www.icjg.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf

someone without a disability. Adjustments are governed by awarding bodies, such as JCQ and the SENDCo and Centre will adhere to the rules as set out by them.

The key responsibilities of schools and examination boards in making decisions about access arrangements (such as extra time) in public examinations are to ensure that no child is unnecessarily disadvantaged in an examination by a disability or learning difficulty, but also to ensure that unfair advantage is not given by the award of a concession. Schools must consider the individual needs of pupils, but also their responsibilities as examining centres in maintaining fairness.

Final decisions about applying for examination concessions for internal and public examination **rest with the School**, in its capacity as an Examination Centre. Parents can help the process by providing information, but the School obviously has to avoid situations in which parents' actions might be interpreted as being in pursuit of unfair advantage for their children in a public examination. Thus, whilst we welcome information and will request whatever we need from parents in order to make a fair decision, the access arrangement decision itself cannot be made in discussion with parents. The School will communicate to parents the detail of decisions.

It should be noted that the recommendation of an access arrangement by an Educational Psychologist or other professional external to a school, is **not** in itself a criterion for the award of most concessions, and is not enough in itself to support a school in awarding concessions. The regulations do not require that we place any priority in access arrangement decisions on recommendations made by external assessors who are not working with the School. We will read any such reports with interest, and keep them on file, but we cannot act on their access arrangement recommendations in the absence of evidence of need from School sources, and it is rarely necessary to commission such a report where evidence of need exists. We have a nominated School Educational Psychologist with whom we have a long-standing established working relationship who visits the school regularly and referral to this Service will incur a cost and can be discussed in further detail with the SENDCo/Head of Educational Support.

When we make an application for an access arrangement for a pupil, we are agreeing that the evidence the School holds complies with the current relevant regulations. Failure to comply with the regulations will be considered as (at best) centre maladministration, which may result in disqualification from the examination for the pupil. The Common Entrance board (ISEB) does advise prep schools to follow the regulations governing (I)GCSEs and A Levels in their decisions about access arrangements for Common Entrance, but this is not compulsory, and some do choose instead simply to follow the recommendations of external assessors. For this reason it will be clear that, once a pupil has arrived at Charterhouse, the School will quite often not be able to continue access arrangements that applied at Common Entrance. The regulations also requires the School to reassess pupils no earlier than Fourths and from these internal assessments they have to meet the Exam Board requirements, which also are reissued each August with adjustments. Information on pupils with access arrangements is available to all teaching staff on the School's database so they can apply them to internal assessments.

Links With Other Bodies and Professionals

The SENDCo/Head of Educational Support, together with teachers and other relevant members of staff, works regularly with Independent Educational Psychologists and Occupational Therapists, as well as closely with the School's nominated Educational Psychologist where required.

Collaboration and cooperation is sought and encouraged across all multi-agency provision to ensure it meets the needs of the pupil. This includes fostering links with other schools, professionals and external agencies, including Local Authority where relevant.

The SENDCo/Head of Educational Support holds membership of PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties).

Word Processors

The SENDCo/Head of Educational Support is able, depending on need, to allow pupils to use a word processor or tablet in lessons and/or a word processor in examinations. See Word Processor Policy for details.

Charges

Should a pupil need support, which is deemed reasonable, from the Educational Support Department, the cost will be met by the School. The cost for some items such as Loop noise cancelling ear, coloured rulers, coloured books or fiddle toys may be charged to parents, this will always be agreed before charge.

The full cost of an Educational Psychologist's assessment and report or other professional reports, if deemed necessary, is paid by the parents of the pupil in question.

Physical Accessibility

We recognise that some children with special educational needs and learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Charterhouse's Accessibility Plan and Disability Policy from the School.

English as an Additional Language

Charterhouse aims to be an academically focused all-round school and pupils entering the School will require a good level of English in order to succeed. Charterhouse has provision for the teaching and learning of English as an Additional Language ("EAL") pupils to ensure they are able to access the curriculum fully. Charterhouse teachers will monitor EAL pupils in the classroom, but where it is determined additional support is needed, this can be provided in the form of extra one-to-one or small group lessons. This support is run initially for a 3-week period. Should additional ongoing support be needed beyond this point, it should be discussed with SENDCo/Head of Educational Support initially.

Pupils who enter the School in the Specialists from countries where English is not the first language receive guidance on and provision for English qualifications required for entry to UK universities.

Charterhouse recognises that some pupils with EAL may also have a special educational need or learning difficulty. The School is committed to enabling all of its pupils to fulfil their potential. See EAL Policy for details.

Responsibilities

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENDCo/Head of Educational Support, other pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns.

Whilst the SENDCo/Head of Educational Support at Charterhouse will apply her best endeavours to assist pupils to whom the School offers particular support, the School does not guarantee particular results or outcomes.

Parents will always be consulted closely, where practicable, over significant learning support issues affecting their child. However, it must be accepted that the SENDCo/Head of Educational Support is entitled to decide, with consideration, the provision available for pupils at Charterhouse.

School Behaviour and Discipline

Charterhouse takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The School's objective is to ensure that a disabled pupil, or a pupil with SEND or other protected characteristic, does not receive less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting one another and behaving towards one another with courtesy and consideration.

The School's behaviour policies/School rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexually-orientated, homophobic, disabled and cyber, in causing serious psychological damage and even suicide. 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.

Dealing with Complaints

The School naturally hopes that a parent will not feel that they have cause to complain. However, should the need arise, any issues or concerns regarding SEND provision should be referred to the SENDCo/Head of Educational Support in the first instance. Any unresolved issue will be addressed by the Deputy Headmaster (Academic) and then the Headmaster. Please refer to the School's Complaints Policy.

Alternative Arrangements

The School reserves the right to review cases of pupils with SEND who, despite all reasonable adjustments and supporting strategies being applied, do not appear to be flourishing in the educational environment provided by Charterhouse:

- the pupil is in need of a formal assessment, remedial teaching, learning support or medication which the parents are unhappy to consent to;
- the parents have not shared information with the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties and/or admission of that pupil;

- the pupil's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange;
- the pupil has Special Educational Needs or Disabilities that make it unlikely he will benefit sufficiently from the mainstream education and facilities which the School provides.

This may result in the School asking or requesting that the pupil be removed from the School. In these circumstances, the School will work with the parents to suggest suitable alternatives that will offer the levels of support required.

Oct 2023

Review: October 2024