



# GIGGLESWICK SCHOOL

## Special Educational Needs and Disability (SEND) Policy

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Reviewed by	Deputy Head, Learning Head of the Prep School Deputy Head of the Prep School
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## 1 STATEMENT OF INTENT

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Giggleswick School ("the School") is a boarding school with an inclusive Christian ethos. This policy ensures that the School is educationally inclusive where the teaching and learning, achievements, attitudes and wellbeing of every pupil matters.

This policy applies to all sections of the school: Mill House Pre-School/Early Years, the Prep, and Senior Schools.

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

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

According to the SEN & D Code of Practice (2014):

*"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.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have significantly greater difficulty in learning than the majority of children of the same age; or*
- *have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others in mainstream schools or mainstream post-16 institutions.*

*Where a child has a disability or health condition that requires special educational provision to be made, they are covered by this definition.*

*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 will be taught."*

January 2015 (6.5)

*"The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils."*

Disabled children and young people without SEND are provided for in legislation by the Children Act 1989, the Equality Act 2010, the Health and Social Care Act 2012 and the Children and Families Act 2014.

This policy sets out the School's commitment to the provision of programmes of study and learning opportunities to meet the needs of pupils with Special Educational Needs and Disabilities (SEND) as fully as resources will allow. This policy should be read in conjunction with the following School Policies and documents:

- EAL Policy
- Accessibility Policy

- Admissions Policy
- Curriculum Policy
- Equal Opportunities Policy (Pupils)
- Safeguarding Policy and Procedures

### **1.1 AIMS**

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

### **1.2 OBJECTIVES**

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To identify pupils who have emotional and behavioural difficulties and meet their special needs.
- To ensure that pupils express their views and are fully involved in decisions which affect their education<sup>1</sup>.
- To ensure that all school activities have inclusivity and diversity at the heart of their offer.
- To ensure that all learners are challenged and supported to make the best possible progress.
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To promote effective partnership and involve outside agencies when appropriate.
- To work within the guidance provided in the SEND Code of Practice 2015, as an Independent School.

### **1.3 GUIDELINES**

All teachers in the School teach pupils with SEND. All teachers therefore have a responsibility for meeting their needs and for adapting their teaching to ensure that all pupils learn to the best of their ability.

The Learning Support Co-ordinator (LSC) fulfils the duties of SENDCo as outlined in the Code of Practice.

The School maintains a register on ISAMS (the School's MIS) on which the name of any pupil identified as needing any additional support is entered. This information is available to all staff and the LSC highlights its importance to all staff at the beginning of each academic year. Updates throughout the year are also highlighted by the LSC.

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<sup>1</sup> Pupils meet with the LSC at least annually to discuss the details of their LaMP and parents are involved in the review process too.

The School reviews the provision for these pupils – the LSC and Deputy Heads (Learning) of the Senior and Prep Schools meet regularly each term and monitor the progress and performance of all these pupils.

The School has a graduated response to SEND support. At the lowest level of need, support may consist of monitoring, some change to teaching style, or additional time in examinations. At the second level, the pupils have a Learning and Management Profile (LaMP), withdrawal lessons individually or in small groups and possibly some targeted in-class support. In addition, some pupils require liaison with appropriate outside agencies. Where a pupil has an Education, Health and Care Plan (EHCP), support is offered to meet the pupil's identified needs, in line with the EHCP.

The School believes that pupils with SEND are entitled to full and equal access to all aspects of the curriculum.

Pupils with SEND, including specific learning difficulties and disabilities such as neurodiversity, can face additional safeguarding challenges – this is covered in our Safeguarding Policy (Section 1.14) and reads:

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

- *There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
- *These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
- *Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and*
- *Difficulties may arise in overcoming communication barriers.*

*The School identifies pupils who might need more support to be kept safe or to keep themselves safe by writing Individual Welfare Plans (IWPs) and Learning Plans (LAMPs), and sharing them with all the staff who will come into contact with the child – this is done via the weekly Pastoral Bulletin for staff and via the Staff sharepoint. IWPs and LAMPs are also shared with the parents/guardians (where appropriate).*

The success of the School's SEND Policy is judged against the aims set out above. The Governing Body ensures that it makes appropriate special educational provision for all pupils identified as in need of it. SEND issues in the both Senior and Prep Schools are reported annually to the Governing Body by the LSC (Senior School) and Prep School Headmaster in November.

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## **2 PROCEDURES FOR IMPLEMENTATION**

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### **2.1 THE LEARNING SUPPORT DEPARTMENT IN THE SENIOR SCHOOL**

The Learning Support department in the Senior School currently has two full-time teachers, the LSC, and one full time teacher (working across Prep and Senior Schools). In addition, there is one part-time teacher who works both in-class and with small groups predominantly in Key Stage 3/4. The LSC is responsible to the Headmaster via the Deputy Head (Learning).

The Learning Support staff are responsible for liaising with teaching staff regarding the progress of the pupils they teach for individual and small group withdrawal lessons. In addition, they are responsible for planning, delivering and reporting on an appropriate programme of differentiated work to meet the individual's needs.

The role of the LSC is discussed in further detail below. The LSC has an additional qualification in SEND and is committed to promoting the needs of all pupils with SEND.

Teachers in the department work mainly in classes with a higher proportion of SEND pupils, with the core subjects taking priority. This work may include supporting the whole class, individuals within it, or working with small groups under the direction of the class teacher. In addition, the teachers plan and deliver appropriate lessons for small groups of pupils in Key Stage 3 who require additional literacy skills in lieu of some Modern Languages lessons.

## **2.2 THE LEARNING SUPPORT DEPARTMENT IN THE PREP SCHOOL**

The Learning Support Department in the Prep School is led by the LSC and is overseen by the Deputy Head of the Prep School. There is a part-time Learning Support teacher (LS teacher). In addition, there are two Teaching Assistants (TAs).

The LSC and the Prep School Deputy Head have a shared responsibility for the implementation of this policy, ensuring SEND provision is suitably deployed to match pupil needs and for the management of the LS teacher. The LSC is responsible for individual SEND assessments of pupils.

The LS teacher is responsible for the day-to-day support arrangements including the provision provided. The LS teacher is responsible for liaising with Prep School staff regarding the progress of pupils taught for individual withdrawal lessons. In addition, they are responsible for planning, delivering and reporting an appropriate programme of differentiated work to meet the individual's needs.

Two TAs work in the Prep School. The TAs' work in the Prep School includes supporting the whole class, individuals within it, or working with small groups under the direction of the class teacher or LS teacher.

Mill House Pre-school (Early Years) has its own Inclusion Policy, and Local Offer Policy, which are available in hard copy on request.

## **2.3 THE RESPONSIBILITY OF ALL TEACHERS**

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

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

- Having a knowledge of the pupil's LaMP, and using it in the planning of their lessons.
- Asking advice from the LSC.
- Differentiating work as appropriate, including homework.
- Raising any concerns about the possible learning difficulties of a pupil with the LSC.
- Displaying basic information in the classroom including key topic words that the teacher expects pupils to learn, aims of the topic, etc.
- Using Assignments in Teams to make clear when completed work should be handed in.
- Providing key topic word lists for pupils to keep in their books/files/Class OneNote.
- Providing pupils with as much information as possible on the requirements of the course or topic and display samples of work at different grades or levels.

- Allowing appropriate access arrangements for all tests and exams, where possible – lists of pupils can be found in the Sharepoint and is disseminated by the LSC each half term.
- Liaising with the teaching assistant assigned to any of their classes; take support into account when planning lessons.
- Ensuring that schemes of work meet the full range of pupil's abilities and needs.
- Discussing meeting the needs of SEND pupils in meetings (Subject, Faculty, House).
- Ensuring that they follow the School's Assessment and Feedback Policy by taking into account pupils with SEND and individual needs.
- Reviewing the progress of pupils requiring SEND support regularly against the strategies outlined on the LaMP.
- Complete questionnaires and paperwork on pupils as directed by the LSC.

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### **3 THE ROLE OF THE LEARNING SUPPORT COORDINATOR (LSC)**

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The LSC co-ordinates and develops provision for those pupils with SEND, thereby providing continuity throughout their full-time education at school.

In the Prep School, the LSC works closely with the Deputy Head and LS teacher, and in the Senior School, the LSC works closely with the Deputy Head (Learning), to review and formulate policy and devise strategies to enable all pupils to achieve their potential.

The LSC is responsible for the day-to-day co-ordination and organisation of one-to-one and small group support lessons and, where necessary, provide in-class support for pupils with SEND. They also liaise with the Learning Support staff where deployed.

The LSC contributes to the review of the School's Accessibility Plan and provides relevant information, via the website, to parents.

The LSC also:

- Liaises with Senior House Staff.
- Contributes to in-service training of staff.
- Liaises with external agencies.
- Assesses pupils with SEND to ascertain their strengths and weaknesses and to make recommendations to help them progress.
- Meets with prospective parents and pupils identified as having SEND and uses assessments to give subjective advice to the Headmaster and Head of the Prep School as to how, and if, the pupil's needs can be met prior to admission.
- Applies for access arrangements.
- Ensures that teachers make use of digital learning to improve the experience of SEND pupils. For example, use of PowerPoint Live with captions and Immersive Reader.
- Ensures that SEND pupils are using accessibility tools within Microsoft 365 to improve their literacy and numeracy skills.

The LSC and LS teacher also:

- Liaise with, and advise, teachers in developing classroom strategies and resources;
- Maintain and oversee records on all pupils with SEND;
- Draw up LaMPs in consultation with teachers, pupils and parents, setting individual targets that are monitored regularly;

- Liaise with parents of children with SEND;
- Conduct reviews for pupils with SEND, as appropriate;
- Develop strategies and materials for targeted pupils;
- Act as an advisory teacher;
- Work with individuals or small groups of pupils developing literacy/numeracy skills;
- Deliver INSET to staff.

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## 4 REASONABLE ADJUSTMENTS

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In accordance with the Equality Act 2010, the School makes reasonable adjustments in order to meet the needs of pupils with SEND.

The School is selective but in line with the School's Admissions Policy, gives consideration to all applications and to any reasonable adjustments that would be required to enable a pupil with SEND to access the curriculum. Prospective applicants with known SEND meet with the LSC at the initial visit. At this stage, the LSC makes an assessment of the reasonable adjustments that may be required. Additional advice may be sought from an Educational Psychologist's report or from health professionals.

The School offers a range of support structures for which no additional charge is made.

Examples of reasonable adjustments currently made include:

- Provide SEND pupils with appropriate Access Arrangements in external and school examinations and tests including extra time, use of a reader, scribe or word-processing.
- For Key Stage 1 pupils in the Prep School, individual booster reading sessions using 'Catch Up Literacy' several times a week, and targeted intervention groups based on personalised assessments
- At Key Stage 2, small group booster classes in the Prep School to develop mathematics, spelling and memory skills. Pupils could have individual intervention programmes based on their assessed need, such as: 'Power of 2' mathematics sessions, 'Toe to Toe', and the opportunity to participate in the 'Nessy' ICT program to develop a range of skills. Pupils participate in 'Catch Up Literacy' sessions several times a week, and are taught through a specific spelling scheme, 'Spelling Mastery'.
- For Key Stage 3, small group lessons in lieu of some Modern Languages lessons taken by a learning support teacher
- At Key Stage 4, some pupils with SEND complete a reduced number of GCSE options to allow them to concentrate in areas of strength. Some departments, e.g. Art and Design, can provide opportunities for pupils to consolidate their work.
- At Key Stage 5, some pupils with SEND can follow the BTEC curriculum to allow further development of literacy skills alongside continuous assessment.
- In-class support by a Learning Support teacher where this is shared between pupils in a class.

Parents requesting support over and above these reasonable adjustments may request additional 1:1 support, for which an additional charge is made. This is noted in the School's Terms and Conditions.



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## 5 ASSESSMENT AND MONITORING PROCEDURES

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This School follows the guidelines and recommendations as specified in the Code of Practice for the monitoring and assessment of pupils with SEND.

The LSC:

- Ensures the early identification and assessment for any pupil who may have SEND through use of classroom observation, appropriate screening and assessment.
- Identifies and focuses attention on a pupil's skills and highlights areas for early action to support the pupils within the class.
- Uses information from previous schools (such as EYSP, KS1 & KS2 assessments and previous school reports) to provide a starting point for the development of an appropriate curriculum.
- Uses the GL and Classroom Monitor assessments (Prep School), and the cognitive tests from the CEM Centre at Durham University (MidYIS, Yellis, ALIS and ATOM) (Senior School) as an indicator of which pupils may require further assessment.
- At the Prep School, ensures that on-going observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements, experiences and emerging needs and form the basis of planning the next steps of the pupil's learning. This is achieved using online pupil trackers (CM) that are co-ordinated by the Deputy Head and with termly input from form staff following Pupil Progress and SEND review meetings.

Teachers at the Prep School use GL assessments and summative end of term tracking, along with summative end of year tests in Year 2 and 6 as an indicator of which pupils may require further assessment.

At the Senior School, teachers monitor progress of pupils with SEND in end of year assessments, in particular writing & spelling in English and numeracy in Mathematics. All pupils in Key Stage 3 have a levelled spelling test and a handwriting speed test each year to help identify those not progressing in line with expectations. The LSC meets the Subject Lead for English regularly.

When a more detailed assessment is required, this is prepared by the LSC who has a suitable qualification to assess for specific learning difficulties. Typical assessments include: WRIT (cognitive); WRAT (reading, spelling, numeracy); DASH (handwriting); TOWRE (reading efficiency); TOMEL (memory and learning skills) and CTOPP (phonological skills).

A written report, including recommendations, is always be made available and discussed with parents; results are discussed with pupils in an age-appropriate way.

Divisional Heads and Senior House Staff are responsible for monitoring academic progress and raising academic concerns regarding SEND pupils with the LSC.

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## 6 ROLES AND RESPONSIBILITIES OF PASTORAL STAFF

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There is regular liaison between Senior House Staff, Divisional Heads, Tutors and the LSC so that all concerned are aware of the individual needs of pupils with SEND and can contribute to the planning of individual targets and share in the implementation of any strategies and learning plans that are decided. Senior House Staff should liaise with the LSC if a pupil's parent or any outside agency gives information or reports which are relevant to the child's learning where SEND has possibly been identified. Copies of any relevant reports should always be passed to the LSC and placed on the pupil's school file.

Pastoral staff have a wealth of knowledge about the individual pupils and their role is central to implementing strategies for improving emotional and social development, such as raising self-esteem, developing self-reliance and building positive relationships.

Strategies to promote positive behaviour, relevant procedures (such as anti-bullying), and sanctions are monitored to ensure that they are effective for and appropriately used in relation to pupils with SEND.

Boarding and the co-curriculum are central parts of life at the School. All staff have a role in ensuring that there are appropriate informal opportunities for SEND pupils to achieve success, feel valued and raise and maintain their self-esteem.

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## **7 TRANSITION MEETINGS**

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Pre-school to Reception Class and KS1 to KS2: transition meetings are organised by the EY SENCo and Prep School LS teacher, involving parents and outside agencies where appropriate, and are held for any child with an identified need transferring from the School's EY to KS1. Documentation would be re-assessed and transferred.

KS2 to KS3: a member of the Senior School Learning Support Department and the Head of Year 7 attend academic and pastoral transition meetings each term, with a key meeting held in the summer following KS2 assessments. Where possible, the Senior School Learning Support teacher begins to work with these pupils in the summer term of Year 6.

KS3 to KS4: support is offered through the Academic Tutor and Middle School Divisional Head to choose appropriate GCSE courses, including whether a full complement should be studied. This is discussed with pupils and parents in detail at the Year 9 annual review.

Leaving school: the School transfers relevant documentation and assessments to the receiving establishments. Where a pupil is moving to higher education, the School will recommend a formal assessment (or re-assessment) by an Educational Psychologist to enable the pupil to access any services or support eligibility for ongoing access arrangements.

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## **8 OUTSIDE AGENCIES**

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

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## **9 PARENTS AS PARTNERS**

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Parents are accepted as equal partners. They have a depth of knowledge about their own children and their difficulties that cannot be matched by the professionals who have their own skills to offer. Keeping parents informed is of paramount importance and is established in law.

It is made clear to parents that they must make the School fully aware of any existing information, assessments and previous or ongoing support that would enable us to meet specific learning needs.

Contact from parents is always welcome. The School involves parents as much as possible in the planning, implementation and evaluation of provision for pupils and reviews fully involve parents. It also involves staff responsible *in loco parentis* for pupils who board at the School to ensure that these pupils feel supported.

At the Prep School, there are regular review meetings. Parents and the LSC may meet more regularly at the request of either.

The School will make suitable recommendations about meeting a child's needs. However, it is ultimately a parental decision whether they wish to follow these.

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## **10 INVOLVING THE PUPILS IN THEIR OWN LEARNING**

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The views of the pupils are central to the success of any targets and learning strategies. Young people have a right to be involved in decisions which affect their education but seeking their views is also important for pragmatic reasons: they have valuable information to contribute about how they learn, and they may be better motivated towards targets that they have been involved in setting.

Pupils have the opportunity to discuss the content of the LaMP and be fully involved in target setting and reviews. This discussion focuses on the ways in which staff are going to help them and what they can do themselves, rather than formally discussing their strengths and weaknesses as outlined on the front page of the LaMP.

An important aspect of their learning in their individual or small group sessions is the development of their meta-cognition (learning to learn) skills.

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

Pupils may self-refer to the LSC for support or assessment. This will be discussed with the pupil and parents prior to an assessment taking place.

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## **11 INSET PROVISION**

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

The LSC updates/trains staff about SEND during INSET sessions. In addition, outside speakers may be used to train staff on issues related to SEND. Recent sessions have included how to support SEN pupils with immersive reader and dictate functions in Microsoft products.

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

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## **12 COMPLAINTS**

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Concerns or complaints about SEND provision can be referred to the LSC, the Headmaster or the SEND Governor. The School's complaints procedures apply and a copy of this is available on the website.

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## **13 GOVERNING BODY**

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The LSC in the Senior School completes a yearly report on SEND and the Learning Support Department and the progress of its pupils as part of the Annual Governors' Report. This

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

In the Prep School, the LS teacher contributes to the Prep School's annual report on Learning Support and the progress of its pupils as part of the Annual Governors' Report. The LSC meets annually with the Governors' Academic and Co-Curricular sub-committee.

The named Governor, who is responsible for overseeing SEND and the work of the LSC, is currently Andrew Jarman.

Guidance:

Access Arrangements, Special Consideration and Reasonable Adjustments (2022-23, JCQ)

Children and Families Act 2014

Equality Act 2010

Disability Discrimination Act 1995

SEN and Disabilities Act 2001

SEND Code of Practice 2015

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## GLOSSARY OF TERMS

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ALIS	A Level Information System. It is an adaptive baseline assessment to see how pupils are likely to perform at A Level.
ATOM	It is an adaptive baseline assessment giving standardised scores in reading, Mathematics and Non-verbal Reasoning.
CAMHS	Children and Adolescent Mental Health Services
CEM	Cambridge Centre for Evaluation and Monitoring
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
INSET	In-service training
IWP	Individual Welfare Plan
LaMP	Learning and Management Profile
LEA	Local Education Authority
LS	Learning Support
LSC	Learning Support Coordinator (equivalent to SENDCo)
MidYIS	Middle Years Information System – a test designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test.
SEND	Special Educational Needs and Disability
TA	Teaching Assistant
Yellis	Year Eleven Indicator System. It is an adaptive baseline assessment to form an objective judgement which highlights the likelihood of achieving each grade at GCSE and IGCSE.