



DAUNTSEY'S SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Note: This policy is designed to fulfil the requirements of the SEND information report as laid out in the updated SEND Code of Practice 2015 section 6.79 and with guidance set out in the 2010 Equalities Act

Introduction: Aims of the School with regard to SEND

The School aims to:

1. Enable pupils with SEND to reach their **personal academic potential**; to be **happy** and to feel **safe** in school.
2. **Identify** those pupils who may be experiencing a learning difficulty or other neurodivergence which is preventing them from making the progress appropriate to their potential in the academic, extra-curricular or social spheres.
3. Provide appropriate **assessment**, either from within the Learning Support Department or by outside agencies, of pupils who may be experiencing learning difficulties.
4. Deliver Quality First Teaching in our mainstream classes which offers and encourages a range of **supportive strategies**, tailored to the individual needs of pupils with SEND, that will enable pupils with such needs to **participate** as **fully** and **independently** as possible in a broad and balanced curriculum.
5. Promote amongst **all members of the School community**:
 - a “can do” approach to SEND and those who experience it
 - awareness of both difficulties and celebration of positive aspects of neurodivergence
 - understanding of the nature of the various types of learning difficulty
 - knowledge of means by which pupils who may experience such a difficulty can best be supported, both inside and outside the classroom.

6. Promote an **environment** in which pupils with specific learning difficulties are fully **integrated** and **supported** within the School community, rather than in any way stigmatised.
7. Where possible, work closely with **parents** and **outside agencies** to promote the interests, success and wellbeing of pupils with specific learning difficulties.
8. Involve young people with SEND as fully as possible and appropriate in decisions regarding their education.

A. The kinds of SEND that are provided for

Dauntsey's is a selective independent co-educational school with entries at Year 7, Year 9 and Year 12. Just under half the pupils are boarders; day pupils are drawn from within a wide radius of the School. Our pupils tend to be academically able, but a number nonetheless experience a range of specific learning difficulties. There have been few, if any, pupils with Statements of SEND or EHC plans for purely educational reasons (though there have been some who have had Statements arising from physical or medical needs). There are nonetheless a significant number of pupils whose difficulties have a significant impact on their ability to realise their full academic potential. The School therefore views support for pupils with SEND as an important component of its overall provision.

B. Policies for identifying children and young people with SEND and assessing their needs

1. Identification

The School uses a graduated approach to identify SEND pupils. The following paths to identification exist:

- a) **Evidence** (e.g. report of assessment by Educational Psychologist (EP) or other professional) submitted by parents at time of registration at Dauntsey's.
- b) **Statement of concern**¹ from one or more of a pupil's classroom teachers or pastoral staff. All teaching staff have been given advice about how to identify SEND. (Appendix 1). Staff can fill in a referral form (in Microsoft Forms) which alerts the Head of Learning Support to their concern. (See Appendix 5 for the questions asked in the Form)
- c) Learning Support conducts **literacy screening** assessments (Lucid EXACT) for all new pupils joining the school and identifies those whose standards of literacy attainment give cause for concern.

¹ "Concern" in this procedure will usually be to the effect that a child does not appear to be fulfilling his/her potential as measured by MidYIS or as expected by a teacher on the basis of his/her informed and experienced perception/intuition.

- d) Comment or **statement of concern by parents.**
- e) **Self-referral** by pupil direct to tutor or other teachers.

2. **Assessment**

a) **Initial Assessment**

At this point, the pupil will be referred to the Head of Learning Support, who will ask the pupil's tutor to consult the pupil's classroom teachers and, where appropriate, parents. Two broad types of outcome from this process are possible:

1. limited evidence of need, perhaps from very limited number of teachers. Here, one or both of the following might be recommended:
 - a period of monitoring progress
 - closer examination of why there appear to be difficulties in one or two particular subjects (possibly followed by appropriate action).
2. a pattern of need or difficulty across a number subjects. Here, the Head of Learning Support will normally meet the pupil at the earliest reasonable opportunity and discuss with their parents or guardians the next best steps. Further action might involve some or all of the following:
 - further, more formal assessment by specialist teacher of the pupil's cognitive profile, EP or other appropriate professional. It may also be recommended that arrangements be made for a pupil's sight and hearing to be tested.
 - if a specific learning difficulty is identified, inclusion of the pupil on the Individual Needs Register.
 - suggestions to/consultation with colleagues on how best to further the progress of the pupil.
 - no further action for the present: continued monitoring.

b) **Further Assessment**

This will usually be by one of the following:

- Specialist Teacher within School
- Educational Psychologist

Such assessments will often provide clear evidence of a specific learning difficulty, with memory, processing and/or phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity. On the strength

of such an assessment, it is normally possible to proceed to providing appropriate support for the pupil.

In certain cases, however, the Specialist Teacher may wish to refer the pupil for further assessment by an EP or other suitable professional (e.g. Speech and Language Therapist, Occupational Therapist, paediatrician, optometrist). The EP may also recommend referral to such services. Such cases might include those in which a strong emotional component is suspected, or where difficulties such as ADHD or autistic spectrum disorder are suspected.

In cases where no significant difficulty is identified or suspected, the pupil's progress will be monitored by the pupil's tutor and teachers, nonetheless.

Assessments are paid for by parents/guardians. Full written reports are provided and, wherever possible, the outcome of all assessments, both internal and external, is discussed with parents. It is almost always the case that parents need help in understanding the results and significance of testing procedures.

Copies of all relevant reports and records are kept confidentially in pupils' electronic files in Learning Support Communications in Sharepoint, which is available to teaching colleagues, tutors and house staff. Members of the Department are available to help colleagues to interpret and understand assessment reports; the Department has in the past provided INSET on this to colleagues.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Parents are consulted in a number of ways:

- the Head of Learning Support is available by email or telephone to all parents. The Head of Learning Support can also be consulted by prospective parents, usually following a request to the Admissions Department
- parents can arrange to meet their child's tutor, house staff or Learning Support teacher in school
- the Head of Learning Support is available to be consulted at all Parents' Meetings and Open Days
- parents are consulted at various points in the process of identifying and assessing SEND – see section B above

C. Arrangements for consulting young people with SEND and involving them in their education

1. Identification and assessment - see Section B above

- pupils who are experiencing what may seem to them to be undue difficulty in their studies can (and do) self-refer to their tutor, classroom teacher or the Learning Support Department.
- When creating Pupil Profiles (Appendix 4), there is a section entitled: Pupil Views. This section includes 4 questions to ensure that pupils feel 'heard' and involved in their provision:

“I would like you to know...”

“I find it difficult to...”

“It would help if you could...”

“I will help myself by...”

2. Personal Pupil Goals

For those pupils who take lessons in the Learning Support Department, Learning Support teachers will, where appropriate, agree informal Pupil Goals with individual pupils. These are noted in the 'Pupil Views' Section of the Pupil Profile under the heading: 'What I will do to help myself'. These usually:

- are cross-curricular
- are entered by the teacher onto the Pupil Profile so that classroom teachers can be aware of what targets are being addressed in Learning Support lessons.

Goals for pupils who have individual needs but do not choose to have individual support lessons in the Learning Support Department can be developed with their tutor in consultation with the Learning Support Department. These are recorded on a Summary of Need document (Appendix 3)

Teacher and tutorial support

In common with all pupils, pupils with SEND will consult with their tutors concerning their progress and needs. They may also consult on an individual *ad hoc* basis with their mainstream classroom teachers concerning their progress and/or their classroom needs.

- ### **3. Pupils in Year 9 and above attend Parents' Meetings. Pupils often also attend individual *ad hoc* meetings between parents and Learning Support teachers and/or tutors.**

D. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Assessment of progress is ongoing via termly grades and reports. Success is measured by improvement in a pupil's reports and results, and also by intangibles such as the general level of confidence and competence displayed by a pupil.

All pupil data is analysed and tracked. Comparisons are made between progress and value-added data of pupils who are on the Individual Needs Register and those who are not. This is done throughout the year and after public examinations. The Waves of Need in ISAMS (See below) are used to track the data of specific groups of pupils with SEND and to communicate levels of need to teachers.

Pupils in receipt of regular lessons in the Learning Support Department:

- review their progress in relation to their goals on an ongoing basis (see section D)
- receive written reports on their Learning Support lessons at the same time as other mainstream subjects. This makes reference to what pupils have covered during the term and how readily and effectively they have responded to the help that they have been receiving.
- The Learning Support Department tracks progress towards individual targets that are focused on in Learning Support lessons. This progress is reviewed every term.

All reports and grades are shared with parents. Learning Support teachers are available for consultation at Parents' Evenings or on an *ad hoc* basis by e mail or telephone. Parents can also request *ad hoc* meetings with, or feedback from, their child's tutor or Learning Support teacher.

E. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes to reflect their ambitions, which could include higher education, employment, independent living and participation in society.

1. Transition into the School

The Head of Learning Support and Admissions Departments liaise with a pupil's parents and previous school to ascertain the nature of a pupil's difficulty and the nature and extent of support that is likely to be required. In some cases, arrangements may be made for pupils to spend some time in the School (up to one day) in the term before entry; this enables the pupil to acclimatise and the School to assess need more accurately.

Careful consideration is given to subject choices, particularly at the ends of Year 9 and Year 11. The Learning Support Department is available for consultation at these times. Wherever possible, the approach of the Department is to seek to support the pupil in overcoming possible difficulties in the study of their chosen subject(s) rather than to discourage a pupil from opting for a preferred subject on the grounds that their specific learning difficulty would make that subject inaccessible.

The Learning Support Department supports pupils in their applications to university, training or employment. It also alerts pupils to the possibility of applying for the Disabled Student Allowance (DSA).

F. The approach to teaching children and young people with SEND

The School offers a **graduated response** to pupils' learning difficulties as outlined in the School's Stage Provision Map (Appendix 2).

1. Meeting needs within the mainstream classroom

In accordance with the SEND CoP 2015 significant emphasis is placed by on meeting SEND needs by appropriate teaching in the mainstream classroom. The Learning Support Department aims to support mainstream colleagues in this as follows:

a) Preparation and dissemination of the Individual Needs register and Pupil Profile/Summary of Needs (SoN).

- i) The Individual Needs Register (in iSAMS). This is a list of all those with known specific learning difficulties or individual needs. It gives information about Access Arrangements and identifies Learning Support teachers. It is available via iSAMS. It includes all pupils who have identified needs, for the purpose of ensuring staff are aware. There are four 'waves' identified in ISAMS with different coloured stars:

Wave 3 Diagnosed need for Reasonable Adjustments in class & Access Arrangements. See Pupil Profile.

Wave 2 Access Arrangements and some Individual Needs. See Summary of Need / Pupil Profile.

Wave 1 Summary of Need to be aware of. Mild Needs. No Access Arrangements.

Wave 0 Exam Access Arrangements only e.g. Typing/Rest Breaks.

Pupils on Wave 2 and 3 are viewed as our SEND pupils and needing reasonable adjustments in class.

ii) Pupil Profiles (Appendix 4) These are prepared for all pupils taught within the Learning Support Department and for other pupils as necessary and as time allows. They are stored in Sharepoint for all staff to access. Pupil Profiles are limited to one A4 page per pupil and contain the following details:

- the pupil's strengths and difficulties
- history of when, and by whom, the pupil has been formally assessed
- examination access arrangements
- suggestions as to how the pupil might best be supported in the mainstream classroom
- details of support being received from the Learning Support Department
- the views of the pupil about the pupil's difficulties and what he/she hopes to achieve. The pupil states what they are going to do to help themselves and this constitutes their pupil goals.

Pupil Profiles are reviewed informally with pupils and Learning Support Teachers at the end of each term (3 times a year) or more frequently if required as part of the assess, plan, do review process.

iii) Stage Provision Map – This document outlines all the SEND support available in school from Quality First Teaching to EHCP. (Appendix 2).

The Individual Needs List and the Pupil Profiles are available to teachers via the school information system Sharepoint. These are live documents and can be updated, as needed.

Summary of Need forms are prepared for pupils who have an identified difficulty but do not receive lessons in the department. The tutor, in conjunction with the pupil, fills in information from the assessment report and any other relevant information that the pupil would like teaching staff to know about their learning needs. This document is stored alongside the Pupil Profiles and made available to class teachers. This prompts teachers to be aware of appropriate recommended reasonable adjustments for those pupils in class.

b) **Sharing of expertise in teaching methods to facilitate differentiation within the mainstream classroom which will enhance the SEND pupil's learning and access to the curriculum.** The Learning Support Department has prepared a document with advice about how to support SEND pupil's need. This document is distributed to colleagues to support Quality First Teaching. [Quality First Teaching Strategies for all difficulties .docx](#)

Informal advice is regularly given on request to individual colleagues and departments.

Contribution by the Learning Support Department to internal INSET: the Department continually offers INSET and training on a regular basis to mainstream staff.

2. **Departmental support**

Many departments offer additional support and tuition to pupils who may be struggling.

Furthermore, each department has a list of the kinds of reasonable adjustments that they make to schemes of work in order to adapt their teaching for pupils with SEND via standard Quality First Teaching. Their teaching will also be adapted according to information on Pupils Profiles and Summaries of Need.

3. **Individual lessons within the Learning Support Department**

To receive these, pupils usually have an identified individual need. The School levies a charge for these lessons (details available from “Fees” section of School website). These are optional support lessons, available if parents would like one-to-one support for their child. Such lessons are normally given to pupils:

- who, despite implementation of appropriate classroom strategies (see above and department schemes of work), are still felt by their parents and/or teachers not to be making progress appropriate to their ability, or to need support for wider issues.

or

- whose needs are, immediately on assessment, considered by the pupils, their parents and/or teachers to be such that individual lessons are strongly recommended.

These lessons are given by members of the Learning Support Department. The Department consists of a team of specialists with expertise in teaching pupils with specific learning difficulties and with a range of subject specialisms, covering English, Maths and Science, as well as many other areas of the curriculum. Learning Support staff are also experienced in supporting wider needs of pupils, such as executive functioning difficulties, social skills difficulties and anxiety.

These lessons are individually tailored to the specific needs of the pupil(s) involved, and may consist of support covering areas including: academic work (often with a focus on literacy or numeracy), specialist dyslexia programmes, executive functioning, social skills, exam technique and revision. Often students benefit from a combination of these areas.

These lessons may be timetabled in:

- study periods, some of which may arise from a pupil not studying the full number of foreign languages or taking a reduced number of GCSE options. The majority of lessons are timetabled in this way.
- Long Breaks or after school in Prep

It is school policy never to take pupils out of mainstream lessons or games to attend lessons in the Learning Support Department.

Communication with and from academic departments about such matters as the key concepts, terms, skills and activities involved in their subject, or specific areas in which particular pupils are experiencing particular difficulties, is vital to the success and efficacy of these lessons. Mainstream colleagues also provide copies of marked work which can often provide a starting point for support teaching.

Where appropriate, Learning Support teachers agree goals with individual pupils. These provide a focus for work in Learning Support lessons and also for progress in mainstream work.

See Section D2 above for further details concerning these goals.

G. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Examination Access Arrangements

- Examination access arrangements can be offered in the entrance examinations at both 11 and 13, and also in Scholarship examinations at 13 and 16, provided that appropriate up-to-date (usually within two years of the date of the examination) supporting evidence is supplied. The offering of such arrangements is at the discretion of the Head of Learning Support, who will consult as widely as possible, including, where possible, with the pupil's current school.
- The Head of Learning Support, in conjunction with the Examinations Officer and the Access Arrangements Coordinator, ensures that all necessary assessments for examination Access Arrangements relating to pupils on the Individual Needs Register are duly carried out and written up in accordance with the relevant JCQ regulations. Appropriate applications for Access Arrangements are then made via the on-line system, and the necessary supporting evidence stored by the Examinations Officer. The Examinations Officer will then take the appropriate measures for the implementation of the Access Arrangements. The following school policies for Exam Access Arrangements are also relevant in this area:
 - Examinations Equality and Access Arrangement Policy
 - Alternative rooming and Rest Break Policy
 - Word Processing Policy
 - Examinations Policy

Maths and English

Both the Maths and English Departments operate small "support" sets where pupils whose SEND results in their progress being slower than that of most of their peers can be accommodated. These sets are staffed by experienced teachers who liaise on a very regular basis with members of the Learning Support Department. These group sessions are provided at no cost.

English Skills group lessons are also provided to 2nd and 3rd Form pupils who need extra intervention. The lessons cover punctuation, grammar and writing skills.

Maths Skills group lessons are provided to lower school pupils who are struggling with basic numeracy skills. These pupils are identified by maths staff.

Foreign Languages

Pupils in Years 7-9 can be withdrawn from one of their timetabled foreign languages slots in order to accommodate their individual lessons in the Learning Support Department. If at all possible, however, we seek to ensure that all pupils, including those with SEND, experience at least one modern language at least up to the end of Year 8 and, with very few exceptions, up to the end of Year 9.

Options at GCSE and in the Sixth Form

- GCSE: the option to pursue four, rather than five, optional subjects at GCSE exists for all pupils. This can be an attractive option for those who work more slowly than the majority of their peers.
- Sixth Form: careful attention is paid to selection of appropriate subject options at A-level for all pupils, including those with SEND.

In-class adaptations, relating to Exam Access Arrangements

- Reasonable adjustments are made in mainstream classes, according to pupils' individual needs, as outlined in their Pupil Profile or Summary of Need (Appendix 3 and 4)
- Pupils who are eligible for Access Arrangements such as 25% extra time or Rest Breaks are given these, when possible and appropriate, in class.

Technology: where required, students use appropriate assistive technology in class and when completing work outside of lessons. Most frequently this technology will be: a laptop, a computer reader (Read and Write from Text Help), a reading pen and dictation software. In order for this to effectively become pupils' 'normal way of working', reading pens are available for pupils to borrow whenever they need them, from the library. The school has a site licence for a computer reader and this can be downloaded onto any pupil's device to enable them to establish their Normal Way of Working.

H. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

The Department consists of the following teachers:

**Mrs K. E. (Kathie) Smart - Head of Department and Head of Learning Support
BA, PGCE, N.A.SENCO, Dip.SpLD, AMBDA, PATOSS APC, MEd**

Kathie has worked in education for over twenty years and she joined Dauntsey's in 2016. She began her teaching career as an English teacher and she specialises in literacy support. She began working in the field of individual needs when she ran a Hearing Impaired Resource Base for pupils in a primary school. She then worked as a SENCO in a mainstream state school. Kathie is a tutor in Farmer House

**Mrs C (Caroline) Swinbank
BSc, P.G.C.E.**

Caroline joined Dauntsey's in 1997 as a full time Physics teacher after completing her PGCE. She taught first to sixth form until 2006 when she came back part time when her timetable included some lower school Chemistry in addition to Physics. In September 2016 she started her new role as a learning support teacher for Maths and Sciences alongside her mainstream Physics teaching.

**Mrs K. Hannon
BA (Honours) English, PGCE English, PGCert Lit Diff, PGDip Inclusion**

Kate joined the Learning Support team at Dauntsey's this summer, following thirteen years as a Learning Support teacher in a secondary school in Wiltshire. She previously taught English in Durham, St Andrews and Bedfordshire. Kate has a degree in English and specialist qualifications in dyslexia and autism. She feels strongly about person-centred teaching, nurturing in each student a sense of their own worth and talents. Kate is a tutor in Scott.

**Mrs Anne Callahan
B.Ed, Dip SpLD, Dip TEFL**

Anne has worked in education for 40 years and joined Dauntsey's in September 2022. She started her career in a primary school in Ireland. She moved to England in 1990 and worked as a class teacher in both state and independent primary schools in London before working as a SENCO in a local prep school. Anne also taught overseas for many years, teaching both primary and senior school students in international schools in Tunisia, Indonesia and Qatar.

Ms A.J (Amy) Meigh

BSc (Hons) Psychology, Dip Child Psychology, PGCE

Amy joined the Dauntsey's learning support team in 2022. She has a degree in Psychology and has specialist qualifications in Autism and ADHD. Amy has been working in learning support in the state and independent sectors for over 20 years. Amy spent 11 years working at Dulwich Prep London as the Head of Learning Support before moving to Italy and working in the same role in an International school. Amy has also been the Designated Safeguarding Lead in both schools. Amy is a tutor in King-Reynolds.

Mrs C. Johns

BSc PGCE

Charlotte joined the learning support team this year having worked in education for over 20 years. She started her career as a secondary Geography teacher in South Wales before moving overseas to teach Humanities in British international schools in Spain, Egypt and Hong Kong. Charlotte is very familiar with Dauntsey's having worked to help deliver the Careers program since 2017.

Members of the Department communicate regularly with mainstream colleagues concerning teaching approaches, and the Department offers both *ad hoc* advice and more formal INSET to colleagues.

Members of the Department attend training courses on aspects of assessment and support of pupils, management etc.

The Learning Support Department delivers training to mainstream staff via live presentations or videos to support the teaching staff (and wider community) in their understanding of pupils with individual needs.

The Learning Support Department also promotes neurodivergence with the whole school community, through awareness days/weeks and has also delivered assemblies.

I. Evaluating the effectiveness of the provision made for children and young people with SEND

The MidYIS and ALIS baseline testing systems are used to monitor the value-added results of pupils with SEND. The aim is that the value-added results should be comparable with those of their peers who do not experience SEND. The Waves of Need in ISAMS are used to track the data of specific groups of pupils with SEND.

- Pupil surveys have been conducted in the last three years with pupils who have had Learning Support Lessons and taken public examinations. Qualitative data has been collected and used to inform teaching.

- Whole school pupil surveys also include questions about support received by pupils in their mainstream lessons; these are also used to evaluate effectiveness of provision.
- Lesson observations of mainstream classes include scrutiny of how teachers support SEND pupils in their lessons
- The Head of Learning Support monitors progress of pupils who have individual support lessons.

J. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Please refer to the document *Dauntsey's School - Accessibility Plan Compliance Strategy - Three Year Plan April 2020 - March 2023*.

This document outlines the ways in which the school has made adjustments to its buildings, its physical environment and its educational provision with the express intention of facilitating maximum levels of accessibility to the school's educational provision for those pupils who experience a disability. This document also outlines future plans for maintaining and enhancing this accessibility.

Our risk assessments aim to take full account of the needs of pupils with SEND alongside the needs of those who do not have SEND.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

The services offered by the school to all pupils are available to those pupils with SEND. These include:

- Complementary Curriculum: Personal, Social and Health Education
- School Counselling Service
- Student Listening Service
- School Medical Centre
- House-based pastoral support network

The following school policies are also relevant in this area:

- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Safeguarding and Child Protection Policy

In addition, teachers in the Learning Support Department are fully aware of the pastoral responsibilities that they bear in respect of their pupils; in cases where pupil concerns emerge in an individual lesson, the teacher in question will deal with the matter appropriately and liaise as required with those colleagues who bear wider pastoral responsibility for the pupil concerned.

The School Counselling Service may also liaise with the Learning Support Department as appropriate, with the relevant pupil's permission, in cases where a pupil using the counselling service identifies academic matters as a source of concern or distress.

How the School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The Department liaises with the following outside agencies:

- Educational Psychologist: there are a number of independent EPs who come to the School to assess pupils. Assessments are arranged by the Head of Learning Support and paid for by parents.
- Occupational Therapist: pupils with motor difficulties can be referred via their G.P. for assessment by the Occupational Therapist.
- Speech and Language Therapist: pupils with suspected speech and language difficulties, including the social use of language, can be referred to the relevant local Speech and Language Therapy service. We also have access to the services of an independent Speech and Language Therapist who comes into School to work with individual pupils. This service is paid for by parents.
- Local Authorities: in connection with the very few pupils who have had an EHCP.
- Relevant agencies, including those above, as outlined in the School's Safeguarding and Child Protection Policy

K. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Complaints can be made through the usual channels. These include direct to the Head of Learning Support, to the Deputy Head (Academic), Deputy Head (Pastoral) or the Head Master.

K Smart
Head of Learning Support

Reviewed: September 2024
Next Review: September 2025

Identifying SEND: Advice for Teachers

1. Regularly assess all pupils' progress

- Use assessment data, and general observations of the pupils to identify those whose progress is:
 - Significantly slower than that of their peers starting from the same baseline
 - Failing to match or better their previous rate of progress
 - Failing to close the attainment gap between them and their peers
 - Widening the attainment gap

Also look out for:

- Wider developmental or social needs
- Poor attendance
- Lack of emotional literacy

2. Provide high-quality, differentiated teaching

- Target high-quality teaching at the pupil's areas of weakness
- Adapt classroom practice to suit the pupil's needs
- Evaluate the success of interventions by comparing the pupil's assessment data before and after

If the pupil's progress continues to be less than expected, discuss with the Head of Learning Support whether that pupil should be assessed for SEND. The Pupil's tutor should gather information from all the pupil's teachers and send these comments to the Head of Learning Support via the Microsoft Form. The pupil's parents must also be contacted and asked if they would like to investigate possible difficulties further in the form of assessment options.

Tutors should complete this Form to alert the Head of Learning Support.
<https://forms.office.com/r/gqiaABELAK>

4. Work with the Head of Learning Support to assess SEND

- Implement more rigorous interventions
- Evaluate the success of interventions by comparing the pupil's assessment data before and after
- Speak to the pupil and parents about the pupil's needs
- Seek expertise on the pupil's needs

Dauntsey's School Stage Provision Map				
Stage/Category of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Wellbeing	Sensory and or Physical
STAGE 1: Quality teaching	High Quality First Inclusive Teaching			
	Baseline MidYIS assessments in Years 7 & 9			
	Baseline ALIS assessment in Years 12			
	Screening for Year 7 pupils and new entrants to lower school.			
	Data collection, reviews and reports on a half termly basis			
	Tutor mentoring			
STAGE 2: Initial intervention	Access Arrangements for examination as merited by evidence and approved by JCQ			
	Reasonable adjustments and adaptations made where required			
	'Summary of Need' document initiated (Pupils added to Individual Needs register if appropriate)			
	Shelter sets for Maths and English	Further screener tests where appropriate	Listening Service	Access Plan if required
	Further screener tests where appropriate	Use of external agencies including SALT and clinical psychologists	Tutor mentoring increased - Traffic light system	
	Long Break and Prep subject clinics for GCSE	Enhanced visual timetables	Counsellor	
	IDL Reading and Spelling programme	Enhanced tutor support with advice from SEND team.	Anxiety and self regulation	
Either full cognitive or school assessment or assessment via clinical psychologist/ paediatrician				
STAGE 3: Targeted intervention	Pupil Profile Document created			
	Pupil added to Individual Needs register			
	Monitoring of progress/concern with senior management via Tutorial Board meetings			
	Monitoring of progress/concern within weekly Learning Development Departmental meetings			
	Reasonable adjustments and adaptations made where required			
	SEND Teacher specialist Literacy intervention	Further screening where appropriate	Tutor mentoring increased – traffic light system	Access Plan if required
	SEND Teacher specialist Maths/Science intervention	Use of external agencies including SALT and clinical psychologists where appropriate	Counsellor: within school and/or external	
	Provision advised by statement or EHCP			

Summary of Individual Needs

Name	DOB	Type: (see SEND register)	
Access Arrangements			
•			
Areas of difficulty			
•			
Areas of strength – what do you enjoy? What are you good at?			
•			
Please put a tick next to any that apply:			
What I find difficult sometimes:	Tick	What I find difficult sometimes:	Tick
Following explanations in class		Busy places with lots of people	
Finishing timed reading tasks		Specific phobias / anxieties (give detail below)	
Remembering what I've learned		Working in timed conditions	
Putting my ideas into words		Handwriting	
Organising longer pieces of writing		Proofreading	
Spelling and Punctuation		Revision	
Concentrating in class for long periods of time		Organisation	
Coursework		Meeting deadlines	
Noisy environments		Other? (Please specify)	
What helps me learn	tick	What helps me learn	tick
Time to think when asked a question		Written instructions	
Handouts to highlight/fill in rather than copying from the board		Visual support to explanations	
Using noise cancelling headphones		Writing frames	
Rest Breaks / movement breaks		Key terms glossary	
Being allowed to fiddle with something e.g. with blu tack		Clear reading comprehension tasks	
Simple explanation of technical terms		Lessons divided into several parts with short tasks	
No more than 3 instructions at a time		Enough time to complete reading/writing tasks	
Not copying from the board - perhaps photographing it		Typing	
Other (please specify):		Other (please specify):	
Pupil Views:			
I will help myself by (e.g. remembering equipment, making lists, using a computer reader, using mindmaps/flashcards etc)			

Dauntsey's School Pupil Profile [CONFIDENTIAL]

Suggestions from colleagues for alterations/ additions to this PP are always welcome.

Name:		DOB:	
Assessed by:		SEND Type:	
Access Arrangements:			
Strengths: (List standardised scores from assessments and skills)		Weaker: (List standardised scores from assessments and skills) <i>This leads to difficulty with:</i>	
In class: (Advice to staff from Learning Support teacher)			
Pupil Views:			
I would like you to know... •		It would help if you could... •	
I find it difficult to... •		I will help myself by... •	
Other remarks:			
Updated:			

**SEND Referral form - for concerns regarding a student
(used in Microsoft Forms)**

Please complete after gathering some comments from the student's teachers.

1. Date of Referral
2. Name of Student
3. House
4. Year group
5. Tutor Name
6. What is the nature of your concern / the concerns raised by teachers? (You can select more than one)

Not making good academic progress
Attention and Focus difficulties
Running out of time/underperforming in assessments
Literacy related concerns
Discrepancy between verbal understanding and written work produced
Organisation/planning
Social/Communication Difficulties
Difficulty remembering/following instructions
Difficulty with revision/recall
Loses marks because they have made errors which they could have spotted if they had checked their work
Loses marks because they have misinterpreted the question
7. Please describe the concern if there is not an appropriate option above (optional)
8. Have you collated evidence from their teachers?
9. Please summarise or paste in any comments from staff/parents. (Feel free to just paste in emails)
10. Which subject areas appear to be the areas of difficulty?

11. Are their teachers currently giving some support in class to help?

Additional time (could be in tests or just to answer questions in class, perhaps)

Support one to one out of class

Leniency with deadlines

Rest/movement breaks

Differentiate the work via task or outcome

Reading support in class such as paired reading

Allow the student to type

12. Has this been raised with parents yet?

13. Please add any other relevant information (optional)