



CHARTERHOUSE

Learning Support and Special Educational Needs and Disabilities

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Introduction

Aims

This policy outlines how Charterhouse values are worked out in practice in the provision made for pupils with special educational needs and disabilities (SEND), and in the operation of the Learning Support (LS) and SEND department.

It therefore aims to:

- Outline key principles, define key terms and describe the Charterhouse context
- Explain processes for identifying, monitoring and supporting those with SEND
- Set out clearly the provision available at Charterhouse, both ordinarily and as additional support
- Provide information about the roles and responsibilities of everyone involved in this provision, with detail on the Learning Support and SEND department
- Ensure strong, effective collaboration between all parties to serve the needs of all pupils at Charterhouse

Legislation and guidance

This policy has been written to comply with the Equality Act 2010 and of part 3 of the Children and Families Act 2014. It is written with reference to the context of the Independent School Standards (ISI). It has also been written with regard to the SEND Code of Practice 2015, and to comply with this where it applies in the Charterhouse setting. In addition, consideration has been given to the Special Educational Needs and Disabilities (SEND) and Alternative Provision Plan (AP) Improvement Plan 2023. Detailed references and links are found in Appendix 5.

Shaping Principles

The School motto is *'Deo Dante Dedi' – God having given, I gave*. At Charterhouse there is a strong belief that every individual within the community is valued and has something to contribute. This encourages pupils and staff to see both their own strengths and those of others around them. Equally, appreciating that community involves interdependence leads naturally to seeking to support where needs arise.

This Policy is shaped by the following principles:

- Every person at Charterhouse has the fundamental right to equality and dignity
- Individuals are best supported when they, and those who know them well, participate in planning (co-production)
- Needs which may require support occur across the range of ability and often co-occur
- Every teacher at Charterhouse is a teacher of SEND
- The right support can be transformational
- Needs may change depending on context
- Preparation for productive adult life is a priority

Key terms and Definitions

Definition of Special Educational Needs in relation to SEND

Young people have special educational needs if they have a learning difficulty or disability which requires 'special educational provision' to be made for them. This means a provision which is different from, or in addition to, that which is ordinarily made for pupils in the School. This definition includes pupils whose

'special needs' are diverse, but does not automatically, at Charterhouse, include all those who have active learning support interventions. Needs may be specific or impact across a wide range of skills or contexts.

Pupils have a learning difficulty if they have:

- a) A significantly greater difficulty in learning than the majority of children of the same age; or
- b) A disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Children's and Families Act 2014, Part 3 Section 20)

Definition of Disability in relation to SEND

The Equality Act 2010 defines disability as *a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities* (Section 6.1).

The terms within the definition have been explained as follows:

- 'long-term' is a year or more
- 'substantial adverse effects' are more than 'minor or trivial'
- study and education are included in 'normal day-to-day activities'

(SEND Code of practice p.16, JCQ AARA 2023 p. 9)

Some children have both special educational needs and a disability, and for the purposes of this policy, where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition above.

The Equality Act 2010 sets out the legal obligations that Schools, early years providers and post-16 institutions have towards disabled children and young people. These obligations are laid out in the Charterhouse Accessibility Policy.

For clarity, where a child or young person is covered by SEND legislation, reasonable adjustments and access arrangements will be made for them by the School.

Broad Areas of Need

The SEND Code of Practice outlines broad areas of need as a way of considering the provision that might be made for different pupils. These also shape the structure of the Joint Council for Qualifications JCQ (2023) and Access Arrangements and Reasonable Adjustments (AARA) guidance.

This structure can be helpful, but having co-occurring needs that bridge these categories is the norm rather than the exception, and therefore the priority should be accurately describing specific needs which may come under more than one broad area. Some diagnostic categories will not fit neatly into one broad area, and presentations vary between individuals and contexts. This also supports the priority for inter-disciplinary communication. In a Charterhouse context this is facilitated by record keeping using CPOMS and iSAMS and weekly meetings at various levels to discuss individual pupil needs and support.

Broad Area of Need	Possible Subcategories (examples, not exhaustive list)
Cognition and Learning	Specific Learning Difficulties (SpLD) including Dyslexia and Dyscalculia. Working Memory and/or Processing Difficulties
Communication and Interaction	Autistic Spectrum Conditions (ASC), Developmental Language Disorder
Social, Emotional and Mental Health	Anxiety, Depression, Obsessive Compulsive Disorder (OCD), Attention Deficit (Hyperactivity) Disorder (ADHD)
Sensory and Physical	Visual Impairment, Hearing Impairment, Medical Conditions such as Epilepsy, Physical Disabilities

The Charterhouse context: Responsibilities and Objectives

Responsibility of the Governors, Head and Deputy Head (Safeguarding, Learning Support & SEND)

The Governors will ensure that the necessary provision is made for any pupils who have special educational needs.

The Head will be responsible for the management of all aspects of the School’s special educational provision, keeping the Governing Body fully informed.

The Deputy Head (Safeguarding, Learning Support and SEND) (Alex Colclough) will be responsible for the strategic leadership of the department and day-to-day operation of the SEND Policy across the School. The Head of Learning Support and SEND (Anne Cooke) will liaise closely with the Deputy Head (Safeguarding, Learning Support and SEND) to ensure all Charterhouse pupils with additional needs receive appropriate support.

The Deputy Head (Safeguarding, Learning Support and SEND) will:

- a) ensure that, where the School has been informed by a parent, School, an LA or other interested party that a pupil has special educational needs, these are made known to all who are likely to teach them.
- b) ensure that teachers in the School are aware of the importance of identifying and providing for those pupils who have special educational needs or disability.
- c) ensure they liaise with parents and other professionals in respect of a child’s special educational needs or disability.
- d) advise and support other staff in the School.
- e) ensure that appropriate Pupil Profiles and Personalised Learning Plans (PLPs) are in place
- f) ensure that relevant information about individual children with special educational needs or disability is collected, recorded and updated.
- g) undertake any other appropriate duties in accordance with the Code of Practice on special educational needs and disability.

Charterhouse and the SEND Code of Practice 2015

Charterhouse is not a specialist independent School within the meaning of the Children and Families Act 2014 and is not registered with the Secretary of State under Section 41. Consequently, Charterhouse does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained Schools. Charterhouse is an independent HMC School.

It is recognised that it is good practice for Schools to provide Provision Maps and Learning Plans (PLPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and ensure that their admissions, discipline and other procedures (for example, arrangements for School trips or examinations) take account of pupils' needs. The School's approach to this is set out in this Policy and in the policies on Accessibility, Admissions and Promotion of Good Behaviour.

Aims and Objectives of the School

1. Charterhouse aims to develop a child's full potential by educating the 'whole child'.
2. Charterhouse accepts pupils with a range of learning differences but only within the context of a mainstream academic School. The School delivers a broad curriculum to GCSE, IGCSE, A' Level and IB qualifications which are examined variously in years 10, 11, 12 and 13.
3. Every pupil has the right to have an appropriate, broad based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) is provided by the School for them to achieve this aim.
4. Learning Support at Charterhouse serves the whole School and aims to build on the child's specific strengths and to provide strategies to address needs. This is to be achieved in a positive, encouraging and stimulating educational and social environment.
5. Charterhouse's teaching staff are committed to the philosophy that they each have a shared responsibility for making the curriculum accessible to all pupils. The School adopts a systematic whole-School approach to meeting the needs of a diverse range of pupils and employs specialist staff to deliver direct learning support to pupils. These specialist staff also work with classroom teachers to ensure that all students can access the curriculum within the classroom.
6. Teachers in the School are aware of the importance of identifying and providing for pupils who need a differentiated approach within their classroom. The focus is on Quality First Teaching whereby a wide range of teaching approaches and skills are utilised that recognises all learners, regardless of age or ability, require differentiated approaches and techniques to access the curriculum successfully. This point is made irrespective of whether or not a child has a learning need, difference, disability or a special educational need.

Access to the Curriculum

1. The School does not follow the National Curriculum but ensures it provides a broad, measurable education tailored to the individual needs of each child.
2. Differentiation is implicit in classrooms and facilitates access for all learners.
3. Year Nine pupils are offered a core curriculum of English, Maths, Science and Modern Foreign Languages (MFL) along with a range of optional subjects.
4. During Years Ten and Eleven, pupils follow a core GCSE curriculum in Maths, English and Science. Additional GCSE subject choices are made in consultation with parents, pupils and teachers to provide a broad and balanced curriculum that enables pupils to maximise their learning potential. Learning Support staff are involved in discussions to advise on the most appropriate choices according to the needs and interests of pupils.
5. Progress is benchmarked at key points throughout a young person's learning journey, by way of CAT, MIDYIS, YELLIS and ALIS testing. These are used to inform the School's value-added measures and to ensure that pupils are making the progress anticipated and expected for them in addition to regular testing in class at appropriate times and stages in the academic year.
6. Assistive technology use is supported throughout the School as a reasonable adjustment for many pupils. For some pupils this provides equality of access to the curriculum without the need for further differentiation.

Further relevant information on the Charterhouse context can be found in the Accessibility Policy.

Provision and Identification of SEND at Charterhouse

Ordinarily Available Provision

The following table outlines ordinarily available provision for the academic education of pupils at Charterhouse.

Subject Teacher: in lessons	Pupils' abilities and needs considered in arranging teaching groups. Quality First Teaching whereby a wide range of teaching approaches and skills are utilised that recognises all learners, regardless of age or ability, requiring differentiated approaches and techniques to access the curriculum successfully. Technology is used and encouraged where it will support effective learning.
Subject support outside lessons	Email support available to clarify Banco (homework) Subject teachers in boarding houses available when on duty Online resources provided by department Library Resources
Head of Department (HOD)	Monitoring of academic progress. Subject by subject arrangements for clinics (additional subject support) either drop-in or by appointment are coordinated by HODs
Tutor	One-to-one meetings every other week, and available via email. Study skills advice and Pastoral Support
Head of Year (HOY)	Monitoring of academic progress. Coordination of resources such as revision recommendations, timetable. Co-ordinating academic interventions for pupils after report cycles.
Head of House (HH) and house team	Monitoring key Banco (homework) times to support work focus Overview on time pressures and other needs that impact academic work
Learning Support team	Available for drop-ins or by appointment for study skills advice Involvement in providing study skills teaching, in staff training and raising awareness of SEND. Available for collaborative observation work as needed. Banco club (45-minute supported study slot at 1.45pm Tuesday and Thursday)
Wellbeing team	Available for support for example in relation to managing exam stress or wider needs that may impact academic study

In addition, all pupils sit within the wider safeguarding framework of the School, and with medical support as needed from the Hunt Health Centre. Collaboration across the School is supported by interdisciplinary meetings and the use of CPOMS and iSAMS.

This provision is available to all pupils at Charterhouse, and for many will provide all that is needed to ensure they flourish academically.

Graduated Response and Need Identification

Monitoring of pupils needs

The primary responsibility for ensuring that pupil needs are being met is with the classroom teacher in conjunction with their HOY and HOD.

The teacher or HOY/ HOD can seek advice and support from the Deputy Head (Safeguarding, Learning Support and SEND)/Head of Learning Support and SEND as appropriate.

Typically, the following would be used for monitoring purposes:

- a) Baseline cognitive data: CATS, MidYIS, YELLIS, ALIS
- b) Performance data: internal tests or examinations, key-stage checklists
- c) Observations of behaviour: classroom / social interaction / engagement and focus
- d) Analysis of notifications regarding rewards and conduct, including disciplinary records

Recording key information and progress is essential and forms a central part of the responsibilities of all teaching professionals. Early intervention and actions are essential at all stages in a pupil’s life journey.

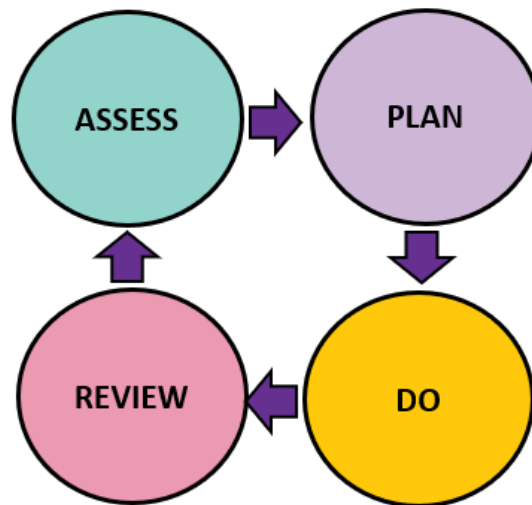
The SEND Code of Practice advises teachers to ‘identify pupils making less than expected progress given their age and individual circumstances’.

Action should be taken where assessment shows progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil’s previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

(SEND Code of Practice 2015 6.17, p. 95)

Charterhouse uses a graduated response, following the Assess, Plan, Do, Review structure. Through this, needs are identified, and a picture can be built of support which may help, with specific aims and timescales in mind, and to then implement that support and review its impact.



The table below illustrates this approach showing an **example** and two possible outcomes:

ASSESS	
<ul style="list-style-type: none"> • Pupil arrives at Charterhouse in Fourths (Yr 9), steady academic progress was reported at prep school. No SEND has been highlighted. • Teacher monitoring pupil through classwork and banco notices unusually short written responses, and a lack of contribution to class discussions. Pupil then performs well below the class average in an end of topic test. • The teacher decides to contact the pupil’s tutor. 	
PLAN	
<ul style="list-style-type: none"> • Tutor discusses with pupil and examines information from other subjects to see if wider issue • Tutor contacts HH, HOD and HoY to highlight concern and outline next steps • Tutor and pupil work together on a plan for support and specific targets • Tutor and House team support pupil to access clinic support making email contact with teacher to monitor attendance • Tutor and House team arrange check-in at start and end of banco • Clinic time: content support to be given and additional scaffolded writing practice • Teacher encouraged to build up records of incomplete or unusually short written work. • Teacher consults HoD and decides to trial offering additional thinking time before taking class contributions and provides scaffolding for written responses. • Review date agreed for 4 weeks’ time, plan recorded in Pupil Profile notes on iSAMS 	
DO (plan in action)	
REVIEW (in this case Tutor, with information from relevant Teacher or Teachers) Is progress is being made at acceptable rate? Notes recorded on iSAMS and highlighted to HH and HoY	
Yes	No
<ul style="list-style-type: none"> • Pupil has attended 4 drop-in clinics • Pupil has found banco check-ins helpful to plan time across different tasks. • Pupil contributing at least once/lesson. • Quality of written responses has improved by one grade using scaffolding. <p>Outcome: Teacher, Tutor, HH, HoY and pupil agree this plan is having an acceptable impact. Continue this plan, Tutor to review following next set of grades or other assessment point.</p>	<ul style="list-style-type: none"> • Pupil has attended 2 clinics. Struggled to remember in midst of day. • Pupil finding completing banco to expected standard in time available challenging even with check-ins. • No change in class engagement. • Written responses show some knowledge but remain too short/lack detail. <p>Outcome: Teacher, Tutor, HH, HoY and pupil agree this plan is not yet having an impact. Decision is made to seek wider Teacher input and complete a referral to LS and SEND.</p>
ASSESS	
<ul style="list-style-type: none"> • Tutor gathers Teachers’ input for referral form for Learning Support and SEND, including input from HH, HoY, HoD and examples of work. 	

	<ul style="list-style-type: none"> • Similar difficulties are emerging in three other subjects. • Parent communication and consultation plan agreed between Tutor, HH and HoY. • LS and SEND team process referral and allocate a point of contact for pupil. • Pupil meets with member of LS and SEND team for structured interview to assess needs.
	<p>PLAN</p>
	<ul style="list-style-type: none"> • LS and SEND team add pupil to SEND active list (yellow star) and enter current needs and strategies for classroom on iSAMS. Teachers notified. • In consultation with Pupil, Tutor, LS and parents a PLP is created and shared. • House/Tutor support to continue with banco check-in and clinic attendance. Explore alternative venue for banco. • In class strategies to continue and in addition consideration of further differentiation in banco. • 3 session intervention with LS team, one-to-one with target of gaining independent time management strategies. • Further LS and SEND assessment of cognitive skills using standardised tests.
	<p>DO (plan in action)</p>
	<p>REVIEW (Tutor, LS and SEND point of Contact, input from Pupil and Teachers) Is progress is being made at acceptable rate? Notes on iSAMS and feedback to HH, HoY and Parents</p>
<p>Yes - but with Additional Provision</p> <ul style="list-style-type: none"> • Pupil has attended 1 clinic/week (alternating target subjects) • LS Intervention target met by pupil making independent use of iPad reminders. • Some banco adjustment means pupil now completing shorter tasks to higher level. • Assessment of cognitive skills show below average working memory skills 	

N.B. This is an example to illustrate how Assess, Plan, Do, Review could function in a Charterhouse context. There will be flexibility and tailoring of timings and staff involved, but this serves as a guide on

process, communication and record keeping. Advice can be sought from the Head of Learning Support at any stage.

There should be termly reviews of progress for all pupils. For those on the SEND register with active interventions, this will include written reports or meetings with parents following the reporting pattern for the relevant year group and will include feedback on PLP targets and planning next steps.

Special Educational Needs and Disability Register (SEND Register)

All pupils requiring additional educational provision are listed on the School’s computer network (which is available to all staff). The SEND register is held within ISAMS for all age groups. The level of provision, principal need and relevant additional description of needs is entered on the individual record together with any reasonable adjustments/access arrangements required in the classroom and/or examination room. This information is described here as a Pupil Profile (SEND).

Where pupils have needs requiring additional provision this is mapped according to different ‘Waves’.

Whilst the School has regard to the Code of Practice 2015, the following outline of waves of additional provision given to pupils at Charterhouse is tailored to this specific context.

<p>Wave 1: Access Arrangements and/or Medication related to SEND.</p>	<p>Pupil is provided with one or more of the following:</p> <ul style="list-style-type: none"> • Access arrangements established as normal way of working for recorded SEND (evidence on file) • Touch-typing practice sessions if required to support word processing (WP) • Medical interventions relevant to SEND (e.g. medication for ADHD) <p>Record Keeping and Review:</p> <ul style="list-style-type: none"> • Pupil Profile information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on iSAMS • Annual review meeting between pupil and member of Learning Support and SEND team, in consultation with parents, HH, HoY and Medical Centre where appropriate
<p>Wave 2: Active Intervention</p>	<p>Pupil is provided with one or more of the following:</p> <ul style="list-style-type: none"> • Supervised and directed sessions in the Learning Support Centre in place of one curriculum subject • Short-term (1-3 sessions) targeted intervention, either in a group or one-to-one, with a member of the LS and SEND team, to address the need for specific strategies or as part of assessing needs in more detail.

	<ul style="list-style-type: none"> Scheduled (e.g. twice per half-term) check-ins with point of contact in LS and SEND team, for example to monitor transition to sixth form. <p>Record Keeping and Review:</p> <ul style="list-style-type: none"> Pupil Profile information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on iSAMS. Personalised Learning Plan (PLP) including individual Provision map agreed with Pupil, Parents and Teachers is maintained by Learning Support and SEND team on Teams and shared with Tutor, HH, HOY and parents. Termly (or end of intervention) review of PLP by LS and SEND team, and either written report or parents meeting. Copy in CPOMS.
<p>Wave 3: Specialist or Intensive Support</p>	<p>Pupil is provided with one or more of the following:</p> <ul style="list-style-type: none"> Regular (every week or two weeks) one-to-one personalised lessons with a specialist teacher. Regular (every week or two weeks) additional specialist support from Well-being team or Emotional Literacy Support Assistant (ELSA) specialist within LS and SEND team. Close monitoring for complex needs across different teams within the School through the Welfare Management Committee (WMC) team. <p>Record Keeping and Review:</p> <ul style="list-style-type: none"> Pupil Profile information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on iSAMS. Personalised Learning Plan (PLP) including individual Provision map agreed with Pupil, Parents and Tutor and is maintained by Learning Support and SEND team on Teams and shared with Tutor, HH, HOY and parents. Termly (or end of intervention) review of PLP by LS and SEND team, and either written report or parents meeting.

Examples of interventions that could be part of Waves 2 and 3 provisions can be found in Appendix 4

Timetabling of Provision for Pupils with SEND (Year 9-Year 13)

In rare circumstances following consultation between pupils, parents and the Assistant Head (Under School) or Assistant Head Academic (Futures & Sixth Form) some pupils choose to receive learning support in place of an option choice or GCSE subject. Learning support is timetabled and taught in small groups for ninety minutes per week in Year Nine, rising to five hours over two weeks through the GCSE years. This is to allow more time to consolidate learning on their other subjects and also to provide time for interventions to provide relevant strategies and support. For those pupils for whom it is appropriate to follow a full course of GCSE subjects, interventions can be provided outside the timetable. These decisions are made in full discussion with parents and pupils either prior to the start of Year Ten or at a later date.

Sixth Form support is usually via one-to-one lessons which are arranged to suit the needs of the individual student.

The department also offer 'Banco club' twice a week, which is supported study time in the early afternoon.

Pupil Profiles, Personalised Learning Plans and Provision Maps

All Pupils on the SEND register will have a Pupil Profile SEND record on the School database iSAMS. This information is maintained by the LS and SEND team, in collaboration with pupils, tutors, teachers, HOYs and HHs.

Pupils being provided with wave 2 or 3 support will also have a PLP including a provision map. An example of this can be found in Appendix 1. This details both specific Ordinarily Available Provision relevant to the pupil's needs, and further support and interventions across LS and SEND and other staff as appropriate. PLP's will include SMART targets with at least termly review dates to assess impact and shape future planning. PLPs are stored within the LS and SEND stream on Teams but shared with parents and relevant staff, and a copy stored within the Pupil's CPOMs Document Vault.

Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties

The Head of Learning Support and SEND has completed post graduate courses at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and therefore hold the specialist qualifications required by the by the JCQ exam boards to demonstrate a professional level of competence and training which allows them to undertake assessments for exam concessions.

The Learning Support and SEND Department can signpost families to relevant specialists for diagnostic assessments as necessary and would strongly encourage parents to communicate with the Head of Learning Support and SEND in advance of seeking assessments. This ensures best practice in the sharing of relevant information to facilitate an assessment which genuinely supports pupils moving forward.

The department has an established relationship with a Specialist Assessor able to conduct diagnostic assessments of learning needs and refer on where relevant. Recommendations from assessments undertaken without consultation with School will of course be carefully considered but do not necessarily entitle a pupil to specific access arrangements or adjustments. Please see the School's policy on Access Arrangements for further information on this.

Diagnostic assessments are undertaken on a private basis, with parents commissioning and funding them on the advice of the Deputy Head Safeguarding, Learning Support and SEND or Head of Learning Support and SEND.

Receiving SEND or learning support is not conditional upon a specialist report. It is at the School's discretion who qualifies for support and for how long support is given.

Learning Support and SEND department communication and links

Links with other Departments and Policies

The Learning Support and SEND Department liaises closely with all staff to ensure equal opportunities for pupil progress and enrichment regardless of learning needs, so all pupils can reach their full potential.

Liaison with Teachers

Consultation with other Departments, House staff, Year Heads and Tutors

The Learning Support and SEND team are responsible for liaising closely with each other, teachers, house staff and tutors regarding pupils. This is addressed through discussion, meetings and written communication to ensure learning is differentiated according to the needs of the pupil.

Liaison with academic departments helps the Learning Support staff to develop their knowledge of the expectations and content of subject material in all academic subjects, in order to support individual pupils as effectively as possible.

Records of communication which have impacted support or decision making should be summarised in the Pupil's record on CPOMS to ensure an accurate timeline.

Staff Training and INSET

An outline of the organisation of the Learning Support Department, pupil needs and how to access information, is provided to staff at the beginning of each new School year. This information is available on CharterNet.

The Head of Learning Support and SEND meets all teachers new to the School as part of the induction programme to introduce them to the procedures.

INSET is provided as required to other staff who work with pupils such as Assistant Heads of House, nurses, visiting instructors etc.

Professional development of the Learning Support team is considered vital. Members of the department are encouraged and supported to attend specialist training such as that offered through PATOSS (Professional Association of teachers of SPLD), or the British Dyslexia Association (BDA).

The Learning Support team may request specific training at any time. This training may be conducted in School as part of the weekly meeting or externally via requests to the Deputy Head Safeguarding, Learning Support and SEND.

It is considered important that all members of the Learning Support team are appropriately qualified and committed to ongoing professional development. Team members will seek to behave in a professional manner, acting within their expertise and referring on for advice and specialist input as required. The Learning Support department works closely with subject teachers, some of whom will deliver 1:1 support lessons to pupils with additional needs. The School has supported members of the Learning Support department to gain additional qualifications in a wide range of specialisms.

Parent Consultation

1. The Learning Support and SEND department works closely in partnership with parents with regard to the needs of their children.
2. Parents are given contact details of the department prior to entry and are actively encouraged to make contact if any queries or concerns arise.

3. The Learning Support and SEND team, in consultation with senior staff and tutors, regularly contact parents via email and phone as needed to discuss teaching and learning and other issues relating to their children.
4. Parents will be contacted by the department to inform and/or gain permission for any additional assessments whether that be for exam access arrangements or by way of an initial or updated diagnostic need.
5. A report written by the point of contact from the Learning Support and SEND team will be included in the usual scheduled reports according to year groups.
6. Parents are encouraged to arrange separate appointments to meet and discuss progress, concerns, subject choices (including languages), GCSE choices, or suitable Post-16 provision.

Looked After Children (CLA)

PEP and CLA reviews are attended by members of staff who work with the pupil and, where appropriate, additional support may be given by the Learning Support team.

The Deputy Head (Safeguarding, Learning Support and SEND) is the designated member of staff who is responsible for pupils who are CLA and prior CLA.

Links with External Agencies

Regarding the needs of 'Looked After Children', the School works with Social Services and health professionals to ensure needs are met.

The School has links with a number of Educational Psychologists, Occupational Therapists and other health professionals who can offer a range of additional support services.

EHCPs

Where an EHCP annual review is required for a pupil at Charterhouse the Learning Support and SEND Department, along with other relevant staff, will cooperate fully with this process.

Access Arrangements and Reasonable Adjustments

Please see the Access Arrangements Policy for detail on timelines and practice at Charterhouse and the Accessibility Policy for more on reasonable adjustments.

The Head of Learning Support and SEND works with pupils, parents, teachers, support staff and the exams office personnel to ensure that access arrangements are put in place as needed. The guidance common to the various boards to which Charterhouse enters pupils for public examinations are that access arrangements should:

- Be evidenced as an established and appropriate normal way of working for pupils within the centre
- Remove barriers and disadvantages related to significant needs without giving unfair advantage
- Maintain the integrity of assessments

Access Arrangements will therefore be established as part of the ongoing graduated approach outlined above, and the need for these evidenced as required by specific boards or providers, or the JCQ as an umbrella for many of the exam boards. Arrangements for internal examinations will follow this as closely as possible. At times it may be appropriate to trial an arrangement in an internal exam to assess its impact, which can then be reviewed with the Pupil, Teachers, Head of Learning Support and SEND in consultation with the exams officer and invigilators.

Evaluating success

Criteria for evaluating the success of the School's SEND policy will include:

- a) Pupils making progress and achieving their grade predictions
- b) Identifying needs and making suitable provision for exam access arrangements and additional teaching
- c) Pupils following a curriculum and co-curricular programme which meets their needs
- d) The successful inclusion of pupils with a range of needs

Queries and Complaints

The School values working in partnership with parents and welcomes their input, comments and questions which concern their child's provision and progress to ensure that we make the best provision for their child.

If any complaints do arise, we would refer parents to the School's complaints procedure.

APPENDIX 1 - Key Personnel

Head	Dr Alex Peterken
School Address	Charterhouse, Godalming, GU7 2DX
School Telephone	01483 291500
Deputy Head (Safeguarding, Learning Support and SEND)	Mrs Alex Colclough
Head of Learning Support and SEND	Mrs Anne Cooke
Exam Access Arrangements Coordinator	Mrs Louise Johnston
Learning Mentors	Mrs Jean Curry
	Ms Emma Heredge
	Mrs Amy Paiano
	Mrs Fi Scott
Learning Support and SEND Administrator	Mrs Helen Other

APPENDIX 2 – Referral Form

Referral to Learning Support and SEND department

This form is to be completed by compiling input gathered from a number of beaks, following consultation with the HH, HoY and HoDs. It is likely that a cycle of planned ordinarily available support has already been completed and the review of this has led to a decision to refer on to explore the need for additional support.

When you have completed this form the information will be reviewed by a member of the team and we aim to respond with suggested next steps within 7 days.

* Required

* This form will record your name, please fill your name.

1. Name of person completing form and role in relation to this pupil *

2. Name of Pupil being referred *

3. Year Group of Pupil *

4. Boarding House *

5. What has been going well? What strengths have been observed? *

6. What concerns are there? Please include observations and who has made them *

7. What has been tried already to support progress? *

8. Have any ideas for next steps been discussed? If so please share ideas here *

APPENDIX 3 – Example PLP

Pupil Name:		Date of Birth:		PLP start date:	
Year Group:		House:		PLP review date:	
Tutor:		LS team contact:		Previous PLPs:	
Co-produced by:				Date plan shared:	
Pupil strengths:			Pupil Needs:		
Teaching considerations (include any access arrangements here):					
Boarding considerations:					
Brief context for PLP:					
Evidence (why this target)	Target and expected outcome	Intervention How will we build towards independence	Resources needed	Success Criteria: Detail use outside lessons	Outcome:
	[Pupil name] will...	Teaching Strategy: Practice methods:		[Pupil name] can...	
Review Notes:					
Next Steps:					

APPENDIX 4 – List of Possible Interventions**Individualised programmes**

Individual programmes of study for those pupils receiving additional Learning Support are planned with pupils in consultation with parents. Targets for each student are then set. The programmes are reviewed at least once a term. They might include:

- a) Spelling work
- b) Reading skills
- c) Development of higher-level literacy skills
- d) Revision strategies
- e) Examination techniques
- f) Over-learning subject topics
- g) Advanced study skills
- h) Support with organisation of self and work
- i) Development of appropriate working practices
- j) Essay planning and writing
- k) Note taking techniques such as mind mapping
- l) Additional Maths support
- m) Additional English support
- n) Determination and practice of examination concessions
- o) Updating assessments

Appendix 5 References and links

Children and Families Act (2014) Children and Families Act 2014, Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2014/6/contents> (Accessed 24th July 2024).

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