

## Special Educational Needs

It is the duty of the School to ensure that no pupil is discriminated against in any area of school life on the basis of his/her learning disability; to have regard to the Special Educational Needs (SEN) of a child and to monitor a child's performance accordingly; to identify the SEN of a child when a child appears to be under-performing; to provide education suitable to the needs of the child that the Head has identified, unless the school is unable to do so, in which case the Head should bring the child's need to the notice of parents so that they can consider a more appropriate setting.

Culford School is an independent selective school that has a very clear academic emphasis. It is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the least able. It is a school that aims to meet the individual needs of pupils with mild Specific Learning Difficulties (SpLD) within the mainstream setting. Acceptance of a pupil with Special Educational Needs (SEN) is at the discretion of the Head. The Head will discuss the needs of the individual child with the parents and with the School's Head of Learning Development. If the School is able to meet those needs, and the child meets the entry requirements, then the child may be accepted.

A child has a SpLD if he/she has a learning difficulty which calls for special educational provision to be made for him/her. Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of a similar age. Special educational provision means educational provision, which is additional to or otherwise different from the provision made generally for children of the same age.

The majority of pupils who have SpLD join Culford Senior School with their SpLD already identified. They are added to the Learning Development Register and an information sheet is created for them. They may or may not require specialist lessons. They are allocated to a member of the Learning Development department who will act as point of contact for staff for LD related issues for that pupil. However some pupils with difficulties have not yet been identified.

The School seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

All members of Common Room have a responsibility for the fulfilment of the policy:

- by identifying in the first instance that a pupil may have a SpLD
- by accepting that everyone is responsible for meeting the needs of pupils with SpLD
- by planning lessons to encourage the participation and learning of all pupils, including those with SpLD, and by maintaining high expectations for all pupils with SpLD
- by working with the Learning Development team to produce differentiated resources to allow for access for all in the classroom
- by participating in appropriate training

## Senior Education Policies

### Identification, Assessment and review

Culford aims to identify all pupils with SpLD as early as possible. The Senior School has well-established identification procedures with the use of specific screening and testing programmes. All staff are responsible for ensuring that the Head of Learning Development is made aware of pupils with disabilities.

Teachers and other staff members raise concerns by email or by talking to the Head of Learning Development or one of the Learning Development teachers. Staff will be given advice and the pupil will need close monitoring by the class/subject teacher. In addition, the pupil may be asked to attend a Study Skills Workshop or Academic Workshop.

The School follows the staged procedure similar to that recommended by the Code of Practice (DfES Revised Code 2015). The stages used by the School are Monitored, SEN and EHC plan. Culford is not able to support pupils who require an EHC plan.

#### 1. Monitored

Pupils at this stage are demonstrating a lack of progress and requiring 'Wave 2 Intervention' by the class teacher/subject staff. If the Academic/Pastoral Action Plan has not brought the expected results, the pupil is flagged on ISAMS as 'LD Monitoring'.

Pupils at this stage:

- may appear on the LD Register temporarily with an allocated LD teacher who monitors their progress
- must have their needs carefully monitored by the subject teacher / tutor
- may move back to this stage once a period of support at SEN stage has brought about improvements and the pupil is on the access arrangements list for external exams.

Pupils at this stage should have their needs met through differentiation in the classroom. The school is acting collectively to meet the individual needs of pupils. The subject teachers as well as the tutor will monitor progress and refer the child back to the allocated Learning development teacher or Head of Learning Development if there are any concerns.

#### 2. SEN

Pupils at this stage have failed to make satisfactory progress at the Monitored stage and need additional specialist provision which is different from their peers. The pupil is flagged on ISAMS as 'LD Lesson'. At this stage the school continues to act collectively by offering differentiation in the classroom, and provides additional input from specialist staff. There is a charge for this service.

Pupils at this stage:

- do not have SEN as defined by the ISI ( they define a pupil as having SEN if they have a EHC Plan (Statement of Special Educational Needs)
- may have Specific Learning Difficulties
- have support at SEN
- have LD provision which is additional to or different from that offered to their peers (support lessons)
- may have had their SpLD identified by an Educational Psychologist or by a specialist assessor
- have an Information Sheet
- must have their needs carefully monitored by the subject teacher / tutor
- will need differentiated class work

## Senior Education Policies

These pupils require additional help and parents are advised that a programme of specialist teaching in the form of Learning Development lessons may be necessary to meet their needs. These lessons are charged for.

### 3. EHC plan (or statement)

Pupils at this stage:

- have been at SEN and have not made satisfactory progress
- have demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success despite alternative methods being tried
- are considered as meeting the criteria to justify a full multidisciplinary assessment carried out by the LEA.

Pupils at this stage have provision arranged, monitored and reviewed by the LEA. We are not able to offer the level of provision required to meet the needs of pupils with a Statement of Educational Needs or an Education, Health and Care Plan, except in exceptional circumstances. There are no pupils with a Statement or an EHC plan currently in the School. We do not employ teaching assistants in the classroom to work with named pupils. Our admissions policy makes it clear that no part of Culford School will admit any pupil if it believes it cannot adequately meet his or her educational needs.

### Curriculum Provision

All pupils with SpLD are, as far as possible, fully integrated into every aspect of school life. Social integration is ensured through an emphasis on the responsibility each child has towards his/her peers. Curricular integration is achieved through differentiated lessons delivered by members of Common Room. The purpose of individual support is to remove barriers to learning so that the child can access the curriculum and has the best chance to achieve their potential within the class setting. In the general classroom, high quality teaching and appropriately differentiated lessons are delivered which are appropriate to the needs of the pupils. Within the support lessons, a programme is designed to address the areas of weakness and to help the pupil remove barriers to achievement. The pupil's overall curriculum may be amended to meet their needs. For example, they may not study a foreign language or may take a reduced number of options for GCSE or A level.

A pupil is entered on to the Learning Development Register following discussion with Common Room and parents. A written record of this initial contact is recorded in the pupil's notes on ISAMS and the pupil is flagged as 'LD Monitoring' or 'LD Lesson'. All teachers have access to the Information Sheet on each individual pupil on the Register. They record that a pupil is on the Register in their markbook/planner. Information sheets outline the particular needs of an individual pupil. Practical strategies to help the pupil in the classroom are also included. The sheets are updated annually or amended accordingly if the circumstances of the pupil change. Teachers are alerted when mid-year changes are made to information sheets.

### Access arrangements

Culford complies with the reasonable adjustments for examinations as required by the Disability Act 2010 by ensuring that all relevant pupils have access to testing for access arrangements. These are charged at an additional cost either by the educational psychologist, the specialist assessor or the access arrangements assessor. Pupils who qualify for access arrangements are kept on the Learning Development Register at either the monitored or SEN stage depending on whether they are still having separate support lessons. The access arrangements list is made available to staff and is updated regularly.

### Learning Development Lessons

Planned programmes of work are delivered or supervised by specialist teachers to meet the individual's needs, based on the results of diagnostic tests, teacher consultation and parental requests. Detailed records are kept. Parents are kept updated by means of the academic reporting structure, parents' evenings and

## Senior Education Policies

further additional contact as necessary. There is an additional charge for Learning Development lessons. Details of the cost are held by the Finance Department and published to parents annually.

### Parent Partnership

A fundamental principle in the Code of Practice is that a good partnership with parents is essential. The School recognises, actively encourages and values the participation of parents in the schooling and education of children with Specific Learning Difficulties. The school believes that the knowledge, views and experience of parents are vital. They are involved as partners in the process of identifying, assessing and meeting their child's needs.

Parents are encouraged to feel that they can approach the School about any concerns that they might have about their child's progress. Individual pupils whose names are placed on the Learning Development Register are discussed with their parents so that they are involved at an early stage and their views are encouraged and recorded.

### Use of Word Processor

The Joint Council for Qualifications strongly recommends that a centre has a policy on the use of word processors which it can articulate to parents/carers. A member of the centre's Senior Leadership Team must produce a statement for inspection purposes, which details the criteria the centre uses to award and allocate word processors for examinations. There is no requirement to carry out an assessment to determine whether a candidate can use a word processor in an examination, and no online application to use a word processor needs to be made unless the candidate needs access to a spell check or predictive text. If help with spelling is needed, an application for the use of a scribe must be made. If approved, this will allow the candidate to use a word processor with the spell check or predictive text enabled. A candidate must not use their own word processor in an exam. However, everyone should understand that a word processor cannot simply be granted to a candidate because he or she now wants to type rather than write in examinations, can work faster on a keyboard or uses a laptop at home. The principle is that the use of a word processor must reflect the candidate's normal way of working within the centre.

Pupils who meet any of the following criteria may use a word processor as normal way of working:

- mostly illegible handwriting
- slow handwriting speed (<15 wpm for a 13 year old)
- written work with frequent crossings out and/or omissions
- have planning and organisational problems when writing by hand
- produce significantly better quality work when typing
- have better spelling when typing (due to the kinesthetic element involved with typing)
- have a medical condition which makes handwriting difficult
- have a physical disability
- have a sensory impairment