



# GIGGLESWICK SCHOOL

## Special Educational Needs and Disability (SEND) Policy

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## 1 STATEMENT OF INTENT

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

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

A child who finds a particular subject difficult does not necessarily have a specific learning difficulty or need. There are often disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. This is recognised and supported through adaptive teaching in the classroom and tracked by the academic.

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

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

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

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

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

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

*A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught."*

January 2015 (6.5)

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

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

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

- Access Arrangement Policy
- EAL Policy

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

### **1.1 AIMS**

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

### **1.2 OBJECTIVES**

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that all school activities have inclusivity and diversity at the heart of their offer.
- To ensure that all learners are challenged and supported to make the best possible progress.
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To promote effective partnership and involve outside agencies when appropriate.
- To work within the guidance provided in the SEND Code of Practice 2015, as an Independent School.

### **1.3 GUIDELINES**

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

The Head of Learning Support fulfils the duties of SENDCo as outlined in the Code of Practice.

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

The School reviews the provision for these pupils – the Head of Learning Support and Director of Studies and Deputy Head of Prep School meet regularly and monitor the progress and performance of all these pupils.

The School has a graduated response to SEND support. At the lowest level of need, support may consist of monitoring, adaptive teaching, or additional time in examinations. At the second level, the pupils have a Learning and Management Profile (LaMP), withdrawal lessons individually or in small groups and possibly some targeted in-class support. In addition, some pupils require liaison with appropriate outside agencies. Where a pupil has an Education,

Health and Care Plan (EHCP), support is offered to meet the pupil's identified needs, in line with the EHCP.

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

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

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

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

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

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

### **The Four Areas of Need:**

#### **Communication & Interaction:**

- Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Neurodiverse children and young people with Autistic Spectrum Condition (ASC) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others. (See Appendix 3)

#### **Cognition & Learning:**

- Support for learning needs may be required when children and young people learn at a different pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

### **Social, emotional, and mental health difficulties (SEMH)**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children and young people may have disorders such as ADHD (attention deficit hyperactivity disorder) or attachment disorder.

### **Sensory or physical needs Impairments:**

- Some sensory or physical impairments prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

SEN Code of Practice (2015:6.28-6.35)

These conditions can be age-related and can fluctuate over time.

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## **2 ADMISSIONS**

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Giggleswick is an academically selective school which welcomes applications from all individuals in line with our admissions policy. The School welcomes children who will flourish within its demanding academic and co-curricular program. The School welcomes applications from individuals who may have an identified additional need in line with the Equality Act (2010).

All students who apply to join the School take an entrance examination (QUEST test). Based on the results of this test and other information such as school reports, the Director of Studies and Head of Learning Support will determine whether the School is an appropriate setting and can support a child's individual needs via reasonable adjustments if necessary. As part of this process, all SEND paperwork and reports from professionals should be shared in advance of the QUEST assessment.

Further meetings and communications ahead of this assessment can be made via the admissions team to discuss access arrangements and the pupil's normal way of working.

Whilst the School welcomes individuals who may have additional needs, it must also stipulate that there are limitations to the amount of specialist provision or individual accommodations that can be made.

There may be exceptional circumstances in which the School is not able to offer a place for reasons relating to a child's disability; for example, if, despite reasonable adjustments, the School feels that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk.

The School's Admissions Policy is available on the Giggleswick website.

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## **3 PROCEDURES FOR IMPLEMENTATION**

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

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

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

The role of the Head of Learning Support is discussed in further detail below. The Head of Learning Support has an additional qualification in SEND and assessing students (CCET) and is committed to promoting the needs of all pupils with SEND.

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

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

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

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

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

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

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

### **3.3 THE RESPONSIBILITY OF ALL TEACHERS**

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

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

- Having a knowledge of the pupil's LaMP and use it in the planning of their lessons.
- Asking advice from the Head of Learning Support.
- Using adaptive teaching as appropriate, which includes the setting of prep.
- Raising any concerns about the possible learning difficulties of a pupil with the Head of Learning Support.
- Displaying basic information in the classroom including key topic words that the teacher expects pupils to learn, aims of the topic, etc.
- Using 'Assignments' in Teams to make clear when completed work should be handed in.
- Providing key topic word lists for pupils to keep in their books/files/Class OneNote.
- Providing pupils with as much information as possible on the requirements of the course or topic and display samples of work at different grades or levels.
- Allowing appropriate access arrangements for all tests and exams, where possible – lists of pupils can be found in the Sharepoint and is disseminated by the Head of Learning Support each term.
- Liaising with the teaching assistant assigned to any of their classes; taking support into account when planning lessons.
- Ensuring that schemes of work meet the full range of pupil's abilities and needs.
- Discussing meeting the needs of SEND pupils in meetings (Subject, House).
- Ensuring that they follow the School's Assessment and Feedback Policy by taking into account pupils with SEND and individual needs.
- Reviewing the progress of pupils requiring SEND support regularly against the strategies outlined on the LaMP.
- Completing questionnaires and paperwork on pupils as directed by the Head of Learning Support.

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## **4 THE ROLE OF THE HEAD OF LEARNING SUPPORT**

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

In the Prep School, the Head of Learning Support works closely with the Deputy Head and LS teachers, and in the Senior School, the Head of Learning Support works closely with the Director of Studies, to review and formulate policy and devise strategies to enable all pupils to achieve their potential.

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

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

The Head of Learning Support also:

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

The Head of Learning Support and LS teacher also:

- Liaise with, and advise, teachers in developing classroom strategies and resources;
- Maintain and oversee records on all pupils with SEND;
- Draw up LaMPs in consultation with teachers, pupils and parents, setting individual targets that are monitored regularly;
- Liaise with parents of children with SEND;
- Conduct reviews for pupils with SEND, as appropriate;
- Develop strategies and materials for targeted pupils;
- Act as an advisory teacher;
- Work with individuals or small groups of pupils developing literacy/numeracy skills;
- Deliver INSET to staff.

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## **5 REASONABLE ADJUSTMENTS AND EDUCATION HEALTH CARE PLANS (EHCP'S)**

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

The School is selective. In line with the School's Admissions Policy, when it considers applications where 'reasonable adjustments' would be required to enable the pupil to access the curriculum, relevant staff will make a judgement as to whether these adjustments can be made within the existing curriculum and support structures.

Prospective applicants with known SEND should meet with the Head of Learning Support at the initial visit. At this stage, the Head of Learning Support makes an assessment of the reasonable adjustments that may be required and whether the School has the ability to make these and to meet the individual needs of the child. Additional advice may be sought from an Educational Psychologist's report or from health professionals.

The School offers a range of support structures for which no additional charge is made, however some support is charged to fees. (See Section 12 Charges to fees)

Examples of reasonable adjustments currently made include:

- Provide SEND pupils with appropriate exam access arrangements in external and school examinations and tests. (See appendix 1 and appendix 2)

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

Parents requesting support over and above these reasonable adjustments may request additional 1:1 support, for which an additional charge is made (see section 12 Charges to fees)

This is noted in the School's Terms and Conditions.

#### Education Health Care Plans (EHCPs)

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHCP can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHCP's are carried out as required. Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the local authority if the authority is responsible for the fees and our School is named in Section I of the EHCP. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

#### Disability

The School recognises that some pupils with special education needs or learning difficulties may also have a disability (Pupils and parents are referred to the School's Disability Policy). The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request the withdrawal of the child from the School. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary level of support and teaching.

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice.

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## **6 ASSESSMENT AND MONITORING PROCEDURES**

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

The Head of Learning Support:

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

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

At the Senior School, teachers monitor progress of pupils with SEND in end of year assessments, in particular writing & spelling in English and numeracy in Mathematics. The Head of Learning Support meets the Head of English regularly.

When a more detailed assessment is required, this is prepared by the Head of Learning Support who has a suitable qualification to assess for specific learning difficulties. Typical assessments include: WRIT (cognitive); WRAT 5 (reading, spelling, numeracy); DASH 2 (handwriting); TOWRE 2 (reading efficiency); TOMEL 2 (memory and learning skills) and CTOPP 2 (phonological skills).

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

The Director of Studies, Senior House Staff, Heads of Department and tutors are responsible for monitoring academic progress and raising academic concerns regarding SEND pupils with the Head of Learning Support.

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## **7 ROLES AND RESPONSIBILITIES OF PASTORAL STAFF**

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

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

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

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

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## **8 TRANSITION MEETINGS**

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

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

KS3 to KS4: support is offered through the Head of Learning Support, Tutor and Director of Studies to choose appropriate GCSE courses, including whether a full complement should be studied. This is discussed with pupils and parents in detail at the Year 9 Parent Conference.

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

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## **9 OUTSIDE AGENCIES**

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

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## **10 PARENTS AS PARTNERS**

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

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

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

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

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

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

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

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

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

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

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

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## **12 CHARGES TO FEES**

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Charges for lessons

- In the Prep school and in the Senior School up to the end of KS3, any pupils withdrawn from a lesson/curriculum subject to receive small group or 1:1 support do so at the behest of the LS team and/or teacher recommendation. They receive support in lieu of a subject and there is no charge for the provision.
- At KS4 students may opt to have LS to support their GCSE studies. In this case, students/parents have made a choice to withdraw from a curriculum subject and therefore a termly charge is made for individual and/or small group for numeracy and literacy sessions.
- If at KS5 a pupil chooses to have additional support, then a termly charge is made.
- In exceptional circumstances, a parent/child in KS3/4 may request additional support on a 1:1 basis. This request will be considered by the Head of Learning Support and if lessons are agreed, then a termly charge will be applied as these lessons are over and above our normal provision.

Non diagnostic assessments

If an external applicant requires assessment data prior to a place being offered, the School can arrange for an in-house non-diagnostic cognitive assessment to take place. This should be arranged through the Admission team and there is a cost for this provision.

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## **13 INSET PROVISION**

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The Head of Learning Support can provide training for a variety of purposes, and where appropriate, plan INSET involving outside agencies. This INSET is via staff meetings, INSET or at Lunchbyte sessions.

The Head of Learning Support updates/trains staff about SEND during INSET sessions. In addition, outside speakers may be used to train staff on issues related to SEND.

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

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## **14 COMPLAINTS**

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

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## **15 GOVERNING BODY**

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The Head of Learning Support in the Senior School completes a yearly report on SEND and the Learning Support Department and the progress of its pupils as part of the Annual Governors' Report. This report includes analysis of individual progress in literacy and comparative performance in public examinations, such as value-added data, as well as reporting the nature and extent of provision across the School, liaison with external agencies and specific departments.

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

The named Governor, who is responsible for overseeing SEND and the work of the Head of Learning Support, is currently Tracy Pollard.

Guidance:

Access Arrangements, Special Consideration and Reasonable Adjustments (2022-23, JCQ)  
Children and Families Act 2014  
Equality Act 2010  
Disability Discrimination Act 1995  
SEN and Disabilities Act 2001  
SEND Code of Practice 2015

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## GLOSSARY OF TERMS

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ADHD	Attention Deficit Hyperactivity Disorder
ALIS	A Level Information System. It is an adaptive baseline assessment to see how pupils are likely to perform at A Level.
ASC	Autistic Spectrum Condition
ATOM	It is an adaptive baseline assessment giving standardised scores in reading, Mathematics and Non-verbal Reasoning.
CAMHS	Children and Adolescent Mental Health Services
CEM	Cambridge Centre for Evaluation and Monitoring
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
INSET	In-service training
IWP	Individual Welfare Plan
LaMP	Learning and Management Profile
LEA	Local Education Authority
LS	Learning Support
LSC	Learning Support Coordinator (equivalent to SENDCo)
MidYIS	Middle Years Information System – a test designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test.
Neurodiversity	Neurodiversity describes the idea that people experience and interact with the world around them in many different ways Neurodiversity can include Autism, ADHD, ADD, Dyslexia, Dyscalculia and Dyspraxia.
SEMH	Social, emotional, and mental health difficulties
SEND	Special Educational Needs and Disability
TA	Teaching Assistant
Yellis	Year Eleven Indicator System. It is an adaptive baseline assessment to form an objective judgement which highlights the likelihood of achieving each grade at GCSE and IGCSE.

## **Appendix 1**

### **Neurodiverse students**

#### **ADHD Protocol**

Giggleswick School is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Attention deficit hyperactivity disorder: diagnosis and management NICE guideline [NG87] Published date: March 2018 Last updated: September 2019

- Support for pupils who experience difficulties with attention and focus control is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.
- We do not necessarily believe a diagnosis is required to elicit support
- The Learning Support department provides advice for all members of the school
- Pupils, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern
- Our overriding practice is one of watchful waiting (see below)

#### **Referral Pathways**

Pre-existing diagnosis – Pupils with identified difficulties and/or interventions for attention difficulties

- Parents are required to disclose any information about identified attention difficulties and/or interventions and medication at registration. The Admissions Office will ensure all information is forwarded to the Head of Learning Support and Wellbeing.
- This should occur well in advance of entry (by parents and prep/previous school) and the Head of Learning Support will endeavour to meet with all prospective parents and pupils

Concerns regarding inattention/hyperactivity/impulsivity that might lead to an assessment for ADHD being sought could come from:

- The pupil
- A parent
- A class teacher
- A tutor
- A member of the house staff/wider pastoral team

Strong communication and positive relationships with parents are essential during this period.

Watchful waiting is crucial to identify whether other reasons beyond ADHD could cause the same behaviours. When to alert team (Pastoral and academic). Watchful waiting includes monitoring the following.

- Work/behavioural report cards
- Tutor/SHS monitoring
- Tutor/pupil/Head of Learning Support meet
- Staff observe lessons
- What works well- good/effective practice shared
- Awareness raised with teaching staff
- Meeting with pupil/parents/pastoral/academic team

If all agreed, a formal assessment could be recommended. Parents must ensure that any assessor fulfils NICE guidelines for assessment and the School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the School and do not follow the NICE guidelines.

### **Neurodiversity (Autism) Protocol**

Giggleswick School is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Autism Spectrum Condition (ASC) in under 19s: recognition, referral and diagnosis Clinical guideline [CG128] Published date: 28 September 2011 Last updated: 20 December 2017

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these 'limit and impair everyday functioning'.

Support for pupils with autism is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.

- We do not necessarily believe that a diagnosis is required to elicit support
- The Learning Support department provides advice for all members of the school
- Pupils, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern

Our overriding practice is one of watchful waiting (see below)

### **Referral Pathways**

Pre-existing diagnosis – Pupils with identified difficulties and/or interventions for ASC

- Parents are required to disclose any information about identified Autism spectrum condition and/or interventions and medication at registration. The Admission office will ensure all information is forwarded to the Head of Learning Support/Wellbeing.

- This should occur well in advance of entry (by parents and prep/previous school) to enable appropriate adjustments to be put in place during the registration process.
- The Head of Learning Support will endeavour to meet with all prospective parents and pupils

Referrals concerning neurodiverse traits that might lead to an ASC assessment being sought could come from:

- The pupil
- A parent
- A class teacher
- A tutor
- A member of the house staff/wider pastoral team

Strong communication and positive relationships with parents are essential during this period

The School recognises that signs that a pupil may be on the autism spectrum vary between individuals and can include.

- Difficulty in interpreting both verbal and non-verbal language like gestures or tone of voice. They may have a very literal understanding of language, and think people always mean exactly what they say. They may find it difficult to use or understand: facial expressions, tone of voice, jokes and sarcasm.
- Difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. They may appear to be insensitive or seek out time alone when overloaded by other people.
- The use of rules can also be important. It may be difficult for an autistic person to take a different approach to something once they have been taught the 'right' way to do it. People on the autism spectrum may find it difficult to manage unexpected change.
- Highly focussed interests that are fundamental to their wellbeing and happiness.
- Over or under sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain.

Watchful waiting is crucial to identify whether other reasons beyond ASC could cause the same behaviours When to alert team (Pastoral and academic). Watchful waiting includes monitoring the following.

- Work/behavioural report cards
- Tutor/SHS monitoring
- Tutor/pupil/Head of Learning Support meet
- Staff observe lessons
- What works well- good/effective practice shared
- Awareness raised with teaching staff

- Meeting with pupil/parents/pastoral/academic team

If all agreed, a formal assessment could be recommended. Parents must ensure that any assessor fulfils NICE guidelines for assessment and the School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the School and do not follow the NICE guidelines.