



ASHVILLE

Special Educational Needs & Disabilities (SEND) Policy

Member of staff responsible:

Head

ISI Code: 3

Last reviewed: January 2025

Next review due: January 2026

The policy requires ELT approval

Location: Office 365/Parent Portal/Website

Definition of Terms

A Level	GCE General Certificate of Education Advanced Level
CAMHS	Child and Adolescent Mental Health Services
College	Ashville College, including the Boarding Houses, Ashville Acorns Pre-Prep (including Reception), Prep School, Senior School and Sixth Form
CPD	Continuing Professional Development
EHC Plan	Education, Health and Care Plan
GCSE	General Certificate of Secondary Education
Governors	Directors of Ashville College Trust Limited
Head	Head of the College
INSET	In Service Training Day
IT	Information Technology
LEA	Local Education Authority
NASEN	National Association of Special Educational Needs
Phonic	a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups). Phonics is the learning-to-read method used in primary schools in the UK today
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability



Other documents to be read in conjunction with this policy.

- Child Protection Policy
- College Behaviour Policy
- Curriculum Policy
- PSHE Policy

1. Introduction

- 1.1. Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. At the present time, it may also be necessary for about two per cent of these children to have statutory statements made of their needs under the regulations of the 1981 Education Act and the 2014 Code of Practice.
- 1.2. The range of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this College.
- 1.3. It should be noted that as appropriate, the aims and objectives of the Learning Support Department relate directly to those of the College and are guided by the requirements of the 1993 Education Act, The Equality Act 2010, the 2004 Children's Act, the 2010 Equality Act and the 2015 SEN Code of Practice, The Human Right Act 1998.
- 1.4. The statutory requirements of the Equality Act 2010 became legally compulsory for all schools in September 2014. The Learning Support Department is mindful of the need to address the specific requirements of these integrated working processes and tools that have been introduced as a result of this programme of change that will fundamentally reform the Special Educational Needs and Disabilities (SEND) system.
- 1.5. To be consistent with the SEN Code of Practice 2014 and the 2010 Equality Act, the following terminology has been used.

Children have Special Educational Needs (SEN) and Disabilities (D) if they have a learning, health or physical difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- 1.5.1. Have a significantly greater difficulty in learning than the majority of children of the same age.
- 1.5.2. Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- 1.5.3. The term 'pupils' includes those being educated at this establishment who are deemed likely to have SEND when reaching the age of six, as emphasized in the 1983 Education Act and 2010 Equality Act.

2. Mission Statement

At the College we support and value the abilities of the pupils. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of College life.

The College adopts a 'whole College approach' to special educational needs. Staff work to ensure the inclusion of all pupils. The College is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

3. The Learning Support Department

The College has a specialist Learning Support Department that is situated behind the **Soothill Hall** in the Senior School. The department employs a Director of Learning Support, specialist teacher, an Intervention Coordinator who also has Higher Level Teaching Assistant status, 1 other Higher Level Teaching Assistant and 2 qualified Teaching Assistants. The current Director of Learning Support is **a specialist teacher and qualified SENCo who holds an Assessment Practising Certificate and the National Award for SEN Coordination.**

4. Aims

- 4.1. To identify and assess pupils with SEND as early and as thoroughly as is possible and necessary to support academic progression and continued good physical health and well-being. The members of staff within the Learning Support Department work across the whole campus to successfully promote a whole College approach to Learning Support.
- 4.2. To provide a caring and supportive environment, which is the responsibility of the staff, in which SEND pupils are valued equally and given the opportunity to reach their full potential and enhance their self-esteem.
- 4.3. To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum).
- 4.4. To educate pupils with SEND, alongside their peers within the normal curriculum of the mainstream school.
- 4.5. To support, stimulate and/or maintain pupil curiosity, interest and enjoyment in their education and to foster initiative and independence.
- 4.6. To involve when appropriate/needed, both parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned, adopting a multi-disciplinary approach.
- 4.7. To use our best endeavours to support pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

5. Objectives

- 5.1. The Learning Support Department implements a graduated model of special educational needs based upon that described in the 2010 Equality Act and the Code of Practice 2014.
- 5.2. The Director of Learning Support monitors our annual intake to ensure that pupils with SEND can be offered the appropriate educational resources. This is most effectively done by gathering information from parents, feeder schools, relevant specialist teachers/educational psychologists as well as health and care services prior to the pupil's entry into the College.
- 5.3. The Learning Support Department works closely with the Senior Leadership Team and subject teachers to ensure that the whole educational offering:
 - 5.3.1. is balanced, i.e. allows for and facilitates adequate development in each curricular and skill area.
 - 5.3.2. allows for differentiation according to individual needs.
 - 5.3.3. offers equal opportunity and access to the different curricular and skill areas.



- 5.4. The interventions are regularly reviewed to ensure that they are relevant to the pupil's needs, both present and future, and that they are perceived as such by the pupils themselves and their parents.
- 5.5. The Learning Support Department offers advice and training (INSET) opportunities to subject teachers and other departments on ways of employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing an individual learning programme. A personalised learning document entitled 'One Page Profile' is produced for pupils with SEND needs which highlights strengths, difficulties and strategies to support the individual learner. Pupils and their parents work closely with Learning Support teachers to produce their own Pupil Profile. This is then shared with relevant staff.
- 5.6. The Learning Support Department staff provide expertise in the education of pupils with learning difficulties both general and specific.
- 5.7. There is close liaison between subject teachers and the Learning Support staff to ensure personal resources are made appropriately and effectively.
- 5.8. The Learning Support staff ensure that subject and boarding staff are fully informed as to the special educational needs of any pupils in their charge.
- 5.9. Sensitive and creative adaptation of the curriculum may be required to match what is taught and how it is taught to the pupil's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff to these issues and to support them to deliver the Curriculum to maximum effect.
- 5.10. The Learning Support staff can provide support within the mainstream education and, where necessary, offer support outside the main timetable allocations.
- 5.11. The Director of Learning Support ensures that our pupils' special education and disability needs are known to other schools or colleges to which they may transfer.
- 5.12. The Learning Support Department works closely with the pupils and parents to ensure that the One Page Profile is relevant to their needs and the programme of lessons fosters and supports progress.
- 5.13. The process of identification and assessment normally begins when a prospective pupil may spend a 'taster' day in school. Concerned parents are invited to meet the Director of Learning Support to discuss the special educational needs of individual pupils at this occasion or at another time.
- 5.14. Specific requests for support are considered from various sources including parents, teachers and the pupils themselves. The College endeavours to assess, identify and support as far as possible within the limits of the resources available.
- 5.15. A system of record keeping has been established that facilitates, through continuous monitoring, according to the Code of Practice, the identification and diagnosis of problems. This leads to the development, where necessary, of individual One Page Profiles Individual Education Plans and Intervention Plans. **The Learning Support department also produces a provision map which is updated regularly and highlights specific intervention and outcomes.**
- 5.16. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil and his/her parents. Both the parent and the pupil have important and relevant information to offer.

- 5.16.1. Successful education is dependent on the active and positive participation of parents/pupil/teachers supported, when and where appropriate, by other specific professionals and agencies.
 - 5.16.2. Parents are always contacted if assessment or referral indicates that a pupil **may have** SEND.
 - 5.16.3. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. Assessments **can** take place **externally or** in College and parents **are generally** invited to attend feedback after the assessment.
 - 5.16.4. Once identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, One Page Profiles teacher/parent meetings and termly and/or annual reviews.
 - 5.16.5. Case conferences are organised as appropriate, and all concerned individuals and agencies will be invited to attend.
- 5.17. The Learning Support staff will be aware of resources available both within and outside College and will foster and maintain links with all outside agencies as appropriate.

6. Responsibility for the Coordination of SEND Provision

The responsibility of meeting the special educational needs and disabilities of a pupil rests with the Governors, Head, Director of Learning Support, and teachers who have a duty to:

- 6.1. ensure to the best of their ability, that provision is made for any pupil with SEND.
- 6.2. ensure that the staff are aware of the importance of identifying and providing for pupils with SEND.
- 6.3. ensure that the pupil is integrated as far as is practical considering the efficient education of the other pupils in the College and the efficient use of resources (see the Code of Practice 1:21).

The Head is the responsible person in receipt of any information from the LEA and elsewhere regarding special educational needs and disabilities of pupils within the College. They are the principal agency through whom the Governors discharge their duties.

The Director of Learning Support is designated by the Governors to oversee provision for SEN throughout the College and to represent those needs in discussion where necessary.

7. Arrangements for Coordinating SEND Provision

All staff can access:

- 7.1. the College's SEND policy (in hard copy and on Office 365).
- 7.2. information on the Office 365/SharePoint/iSAMS on every pupil at the College, including their special needs and requirements.
- 7.3. guidance on the Code of Practice (in hard copy and on Office 365).
- 7.4. individual pupil's Pupil Profile via Office 365/iSAMS.
- 7.5. The recommendations section and other relevant sections of specialist teachers' and educational psychologists' assessment reports (in hard copy) via the Director of Learning Support.

- 7.6. the College's SEND list – revised at the beginning of each term (in hard copy and on Office 365).
- 7.7. the College's list of those pupils receiving specialist SEND support – revised at the beginning of each term (in hard copy and on Office 365).
- 7.8. SEND pupil reports (in hard copy and on Office 365/SharePoint/iSAMS).
- 7.9. additional access arrangements for College and public examinations required by each year group at the College (in hard copy and on Office 365).
- 7.10. practical advice, teaching strategies, and information about types of special educational needs and disabilities (on Office 365).
- 7.11. information on current legislation and SEND provision is on Office 365.
- 7.12. This information is made accessible to all staff to aid the effective coordination of the College's SEN provision. In this way, every staff member will have complete and up-to-date information about all the pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

8. Admission Arrangements and Transitions

- 8.1. Continuous pupil centred learning is at the heart of what we do at Ashville College. We have three school phases on the College campus:
 - 8.1.1. Pre-Prep School – age 2-5 years
 - 8.1.2. Prep School – age 5-11 years
 - 8.1.3. Lower School – age 11-13 years
 - 8.1.4. Upper School – age 13-16 years
 - 8.1.5. Sixth Form – age 16-18 years
- 8.2. The Learning Support team operates across all three phases. For all prospective Year 7 pupils new to Senior School, we provide familiarisation sessions through open days, concerts and taster days. We aim to make personal contact with families to give the best support available. When necessary, the Director of Learning Support can visit children at their feeder schools.
- 8.3. Children progress through the three phases with the same team of Learning Support staff providing continuity for those who require extra help.
- 8.4. When the pupils move up to the next year group or from one phase to another, the staff liaise closely to ensure a smooth transition and stability for the pupils concerned.
- 8.5. We welcome pupils at any age in their school journey.
- 8.6. All SEND paperwork should be passed to the Director of Learning Support by the previous school, local support services or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school's **SENCOs** / Learning Support Coordinators and the College's Director of Learning Support to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to the pupil's needs. Where face to face meetings are not possible, contact will be made via the telephone to ensure that there is a good understanding of what type of provision is required.

- 8.7. The College will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the pupil's school year. The pupil will be closely monitored from the start of the new school year to ensure that all the appropriate provisions and interventions are in place.

9. Identification of Pupils Needs – Working in Partnership with Parents

9.1. Communication

- 9.1.1. At Ashville we feel it is very important that we communicate with parents. We are available in person, by email or on the phone. The Learning Support Department prides itself on being a 'listening ear' to offer guidance and support where appropriate, when parents have concerns about subject specific matters.
- 9.1.2. Communication between parents and teachers is a two-way process. Therefore, it is important for parents to feel able to discuss any difficulties or successes their child may have with teachers. If parents have copies of any documentation regarding their child's needs which they feel might be helpful for staff, they should hand them to the teachers involved with the child.
- 9.1.3. We realise that parents may have concerns about their child, and we will do our best to meet with parents as soon as we can to discuss their child's needs, targets and progress.
- 9.1.4. We work closely with outside agencies such as Educational Psychologists, Clinical Psychologists Speech and Occupational Therapists, the Health Service through parents, the College nurses and College doctor.
- 9.1.5. The College is committed to a partnership between staff, pupils and parents. We believe this relationship is crucial, therefore every opportunity is taken to consult and seek the parents' views. They are informed as soon as a concern is raised about their child. Parents are informed by phone, personal contact, e-mails and written reports. The College believes that a close working relationship is vital to ensure:
- early and accurate identification and assessment of SEND leading to the correct intervention and provision.
 - continuing social and academic progress of pupils with SEND.
 - personal and academic targets are set and met effectively.

9.2. Differentiation

- 9.2.1. At Ashville our lessons are differentiated so that all pupils can access the curriculum. We believe in quality first teaching which means that most pupils' needs will be met within the classroom.
- 9.2.2. There are three categories of differentiation used in College:
- differentiation by task, which involves setting different tasks for pupils of different abilities.
 - differentiation by support, which means giving more help to certain pupils within the group.
 - differentiation by outcome, which involves setting open-ended tasks and allowing pupil response at different levels.
- 9.2.3. If pupils are taught in mixed ability classes, then they may be grouped into different ability groups and given different tasks to complete. They may be given extra support in the class by the teacher or teaching assistant in Prep School to complete the lesson objective. Alternatively, they may be expected to complete the task at a more suitable level.



- 9.2.4. In some subjects, such as English and Mathematics, the year group may be split into ability sets so the pupils will be taught in classes with pupils of a similar ability. The lower sets in Prep School tend to have fewer pupils in them and have a teaching assistant to help support the pupils who are finding things more difficult.
- 9.2.5. By putting all these measures in place, we are ensuring that all pupils have equal access to the curriculum.

9.3. Support and Guidance in GCSE and A Levels

- 9.3.1. We support our pupils to reach their full potential and enhance their self-esteem. Throughout their GCSE courses, the Learning Support Department works closely with all departments.
- 9.3.2. Planning, structuring responses to examination questions and mind mapping strategies for revision and essay work are key to our pupils' successes.
- 9.3.3. Some pupils request support in the Sixth Form; **this can take the form of advanced study skills' techniques which include note taking and time management skills as well as help for specific subjects.**
- 9.3.4. **We monitor Lower Sixth pupils throughout their Sixth Form** studies, to ensure that there is still evidence of need for time allowances, use of readers and/or laptops.
- 9.3.5. In the Upper Sixth, we help our pupils with their personal statements for University entry and encourage pupils to apply for the Disabled Student Allowance (DSA) at University after they have applied for an Adult Access Arrangement Assessment.

10. Identification Assessment, Recording and Reporting

10.1 Prep School

- 10.1.1 Information regarding a pupil's learning needs, is obtained through various screening and assessment procedures, and triangulated. Supplementary information may be obtained through classroom observations, parental contributions, and in some cases through collaboration with external specialists.
- 10.1.2 Initial concerns identified by the teachers are shared with the Prep leadership team and the Director of Learning Support. These concerns are when children are achieving significantly below age related expectations, or there appears to be a discrepancy between a pupil's ability and attainment, or other barriers to learning are identified.
- 10.1.3 If adaptations and the support put in place do not have the desired impact, it may be necessary to conduct screening carried out by the Learning Support Specialist Teachers, or further in-depth testing by an Educational Psychologist or Specialist Teacher who holds an Assessment Practicing Certificate. Both of these assessments will be done in consultation with parents, the class teachers, the Prep leadership team and the Director of Learning Support.
- 10.1.4 In order that the needs of new pupils are assessed prior to entry and an appropriate place offered, the school.
 - Requests the latest school report and their IEP if relevant, from the pupil's previous school
 - Requests any external Educational Psychologist / Specialist Teacher reports or screeners.
 - Assesses pupil's (Year 3-6) using CAT tests.

- where a SEND need is identified or shared by a parent, the Director of learning support may meet with parents and with the child to fully assess their needs so that an appropriate place is made available.

Senior School

- 10.1. The Head of Lower School collects specific information on pupils from primary school before transfer to the College. The Director of Learning Support liaises with feeder schools and their SENCO. Those pupils already identified with SEND and requesting learning support tuition are filtered into the timetable for specialist tuition and/or intervention.
- 10.2. The Director of Learning Support liaises with form tutors, the relevant departments and parents to discuss the assessment results and further implications thereof. Teaching staff are informed about these test results as well as key recommendations.
- 10.3. Case conferences are organised as appropriate, and all concerned individuals and agencies will be invited to attend.

Whole College

- 10.4. At any stage of a pupil's career, parents are advised to contact College if they have concerns about their child. This is channelled either directly with the Director of Learning Support or through the form tutor or Head of Lower or Upper School or Head of Sixth Form. After consultation with staff and parents it is decided whether further diagnostic testing is appropriate. Again, this is carried out by the Specialist Learning Support Teachers or an Educational Psychologist. Depending on the outcome of these tests, a personalised, multi-sensory programme on a one-to-one basis, with a Specialist Teacher, is put in place. This may occur for one or two lessons per week, dependent on the pupil's particular needs.
- 10.5. The Learning Support Department is responsible for ensuring that pupils are tested and, when appropriate, awarded access arrangements and or special considerations during school and public examinations. These include extra time, a reader, scribe, word processor and a room on their own to complete examinations if they require additional access arrangements to access the curriculum and the arrangement is the pupil's normal way of working. Referrals for assessment for possible access arrangements can be made by the pupil, parent and/or **teacher** and must be supported and backed up with evidence from members of the teaching staff. The Director of Learning Support, with the support of the Examinations Officer and the Head, are responsible for access arrangements and special considerations. Assessments are generally done in the College though external assessments by education/health specialists can be arranged when deemed appropriate. The decision to assess possible access arrangements is made by the Director of Learning Support and sufficient time to evidence history of need, reflect normal way of working and prove a substantial disadvantage must be possible. **Guidelines produced annually by the Joint Council of Qualifications (JCQ) are strictly adhered to.**

11 Intervention

- 11.1. At the College we use a range of interventions, including specially designed programmes which help pupils who have fallen behind and need to catch up with their peers.
- 11.2. **If your child is assessed as having a learning difference, then there is a possibility of 1-1 lessons with a specialist qualified teacher will be recommended.** This is a personalised learning programme designed to suit the pupil's learning style and need. They may also benefit from intervention sessions or other forms of support available such as homework support and/or access to lunchtime clubs and activities.

- 11.3. Assistive technology such as text to speech and speech to text software, 'apps' designed for learners with specific learning difficulties and programmes designed to develop literacy and numeracy skills.
- 11.4. Other interventions take place throughout the College and include:
- 11.4.1. Mathematics interventions.
 - 11.4.2. handwriting and fine motor control support.
 - 11.4.3. social skills support.
 - 11.4.4. small group lessons for English and Mathematics support.
 - 11.4.5. extra phonic work.
 - 11.4.6. organisation.
 - 11.4.7. study skill.
 - 11.4.8. memory strategies.
 - 11.4.9. touch typing.
 - 11.4.10. speech and language intervention.
- 11.5. Some of these groups will take place for a term or just for a few weeks until the pupil has made enough progress to join in with the rest of the class. They may be taken by a teacher or teaching assistant who has knowledge of the pupils and specialist area involved. They may be individual, paired or in small groups. Any known health or social problems are detailed together with profiles of achievement, National Curriculum attainments and any other test data. The subject teachers can ask for help from the Learning Support Department, the College doctor and any other professional agencies but the responsibility remains with the subject teachers. A record must be kept of the nature of the concern, action taken, targets set and when progress will be reviewed (usually within a term or six months). Parents are kept informed. The subject teacher's work with the pupil in the classroom, providing interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum offered and usual strategies. We recognise that all teachers are teachers of pupils with special educational needs and disabilities.

12 Education, Health and Care Plan

Previously LEAs were responsible for maintaining the needs of pupils who have already been granted a Statement of Special Educational Needs. In 2014, Statements were replaced with a single assessment process and a combined Education, Health and Care Plan so that health and social services is included in the package. Every child with an Education, Health and Care Plan (EHC) will be given an individual budget, depending on the nature and severity of their disability, from birth until they reach the age of twenty-five. An Education, Health and Care Plan provide a means of access to extra resources and provides a precise educational and health prescription for the pupil based on an accurate and detailed account of their needs. Whether the pupil can continue to receive the necessary support within the College must be realistically discussed with all concerned. The decision as to the pupil's future will be discussed with the needs of the pupil remaining paramount.

Pupils with an Education, Health and Care Plan or a Statement accepted by the College will:

- 12.1. be integrated into class and subject lessons as fully as possible.
- 12.2. receive mainstream education within their appropriate age group as far as possible.
- 12.3. be given access to the National Curriculum programme of study. School programmes and syllabuses may be modified following the advice of the specialist teacher, Educational Psychologist, or other qualified professional, but only when agreed by the College following consultation with the pupil and their parents.



- 12.4. receive additional 1:1 support from the specialist teacher, appropriate to their needs where relevant.

13 Annual Reviews

The purpose of the Annual Review for pupils with a statement or an Education, Health and Care Plan is to integrate a variety of perspectives on a pupil's progress to ensure that they are achieving the desired outcomes and if necessary to amend the statement to reflect newly identified needs and provisions. The Annual Review should focus on what the pupil has achieved as well as on any difficulties that need to be resolved.

14. Access to the Curriculum, Information and Associated Services

- 14.1. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the College as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.
- 14.2. The College policy is to educate pupils with SEND alongside their peers in a mainstream classroom setting.
- 14.3. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the College setting to support the taught curriculum and enable pupils to reach their full potential. The College does this by:
- 14.3.1. keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
 - 14.3.2. providing regular training and learning opportunities for staff of all departments on the subject of SEND and SEND teaching. College staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
 - 14.3.3. making use of all class facilities and space.
 - 14.3.4. using in-class provisions and support effectively to ensure the curriculum is differentiated where necessary.
 - 14.3.5. making sure that individual tuition is available where it is felt the pupils would benefit from this provision.
 - 14.3.6. setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

15. Inclusion of Pupils with SEND

- 15.1. The Head and the Governing Body are responsible for inclusion and are responsible for ensuring that it is implemented effectively throughout the College.
- 15.2. The College curriculum is regularly reviewed by the Head, Director of Learning Support and the College Leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- 15.3. We aim to optimise opportunities for participation and achievement across all areas of College activity (social, curricular, physical).
- 15.3.1. Providing a balanced curriculum for all pupils both inside and outside the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and College day trips and residential visits.
 - 15.3.2. Knowing a child's preferred learning style.
 - 15.3.3. Practising teaching methods that suit the needs of individual pupils.
 - 15.3.4. Promoting an inclusive ethos throughout the College and encouraging social responsibility and understanding amongst all our pupils.



16. Criteria for Evaluating the Success of the Policy

- 16.1. An improvement in the end of term tests for literacy, numeracy and subject the pupil is being supported in.
- 16.2. An increase in confidence, integration and independence.
- 16.3. Success will also be measured by the:
 - 16.3.1. numbers of pupils with SEND issues measured by GCSE and A Level performance.
 - 16.3.2. numbers of pupils with SEND who pursue education after the age of sixteen.
 - 16.3.3. numbers of parents who request that their child with SEND will be educated at the College.
 - 16.3.4. % of parents who attend review meetings.
 - 16.3.5. boarding staff involvement in supporting SEND boarders.
 - 16.3.6. inclusion of SEND issues in development planning.
 - 16.3.7. time allocated to planning for pupils with SEND.
 - 16.3.8. staff involvement in INSET courses relating to SEND issues.
 - 16.3.9. extent to which the Learning Support Department is consulted by the Head, boarding staff, Heads of Department and the Senior Management Team.
 - 16.3.10. extent to which subject documentation includes differentiated planning.
 - 16.3.11. **Completion of Pupil Voice after a specific intervention or at the end of the academic year.**
 - 16.3.12 **Success of individual targets and intervention shown in the Learning Support Provision Map**

17. Arrangements for Complaints

We would hope that as we work closely with parents, consulting them at every stage of referral, complaints about SEND provision within the College would be rare. However, in the case of complaints:

- 17.1. parents are encouraged to discuss the matter with the Director of Learning Support, the class teacher, the form teacher or tutor, either informally, by appointment, or at a Parent/Teacher meeting.
- 17.2. if the matter is not resolved satisfactorily the parents concerned may make an appointment to see the Head with or without the presence of the other members of staff concerned.
- 17.3. if parents are still unhappy, they are entitled to discuss the matter with the Governor with responsibility for Special Educational Needs and Disabilities (Chair of the Education Committee) who can be contacted in writing via the College Reception (marked 'Private and Confidential'). It must be stressed that every effort would be made to resolve the situation satisfactorily within the College.
- 17.4. The College Complaints Policy, which can be found on the College website or is available from reception on request (01423 566358), applies to all complaints, including those concerning SEND.

18. In Service Training (CPD)

- 18.1. Arrangements are made for SEND in-service training for the Director of Learning Support and her team to keep in touch with the latest developments. We endeavour to familiarise ourselves with current practices, developments and policies as courses are available. The Learning Support Department has delivered INSETs to the whole college on how best to



support SEND pupils in the classroom, providing staff with a range of strategies. These include multi-sensory teaching models, mind mapping, study skills and exam preparation, social skills training and organisational techniques, **autism and dyslexia**.

- 18.2. We are committed to sharing good practice within our department and throughout the entire College. We achieve this by colleagues observing our teaching methods in the College's 'Twilight Sessions' and vice-versa in the classroom situation too. Our role is also to give support to SEND pupils in their classes, by consulting with staff on differentiated materials.
- 18.3. We have organised whole College INSETS delivered by nationally recognised educationalists, professionals in their own field of Specific Learning Difficulties, including Dyslexia, Dyspraxia and Auditory Processing Disorder.

19. Information Technology

- 19.1. The Code of Practice emphasises the right of the SEND pupil to have access to IT as a means of meeting their needs. In developing the use of IT in its work the Department consults regularly with the IT Coordinator.
- 19.2. Where the use of a word processor is the normal way that a pupil completes written tasks in lessons and at home, an application for them to complete GCSE and A Level examinations **in this way can be considered as well as the use of a word processor in lessons**. An assessment of handwriting legibility and/or speed may be undertaken, and evidence of word-processed work will be sought in order for there to be a proven difficulty in writing examinations by hand.

20. Links with Health & Social Services, Educational Welfare Services & Voluntary Organisations

Links are maintained as appropriate with:

- North Yorkshire Education Authority
- The Health Service through parents, the College nurse and College doctor for boarders
- Medical specialists of Pupils with health disabilities
- CAMHS
- Educational and Clinical Psychologists
- Therapists including Speech and Language, Occupational Therapists, Physiotherapy
- Specialists in Auditory Processing Difficulties
- The National Autistic Society

