GIGGLESWICK
SCHOOL

# Special Educational Needs and Disability (SEND) Policy

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| Lead Author(s) | Director of Studies<br>Head of Learning Support |
| Reviewed by | Head of the Prep School<br>Second Master |
| Approval Committee | Academic and Co-Curricular Committee |
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## 1 STATEMENT OF INTENT

Giggleswick School ("the School") is a boarding school with an inclusive Christian ethos. This policy ensures that the School is committed to providing an inclusive, supportive and academically ambitious environment in which all pupils, including those with Special Educational Needs and Disabilities (SEND), are enabled to achieve their full potential.

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. SEND provision at the School is underpinned by early identification, high-quality teaching, and a graduated response to need.

According to the SEN & D Code of Practice (2025):

*"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. The School recognises that SEND may be temporary or long-term and may change over time. Provision is therefore responsive and regularly reviewed.

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 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 as fully as resources will allow via a graduated response through the waves of intervention framework.

- 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.

Where concerns are identified, the School implements a structured period of monitoring within its graduated response framework; Waves of Intervention. Identification may arise from teacher observation, assessments, previous school information, parental concerns, and pupil voice. At Wave 1 or Wave 2, support may consist of monitoring, some change to teaching style, or a review of examination access arrangements. At Wave 3, pupils may have a Learning and Management Profile (LaMP) or assessment report summary, withdrawal lessons individually or in small groups and possibly some targeted in-class support. In addition, some pupils require liaison with appropriate outside agencies. At Wave 4, 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 Waves of Intervention document can be viewed at the end of this policy in Appendix 1 and 2.

The School maintains a register on ISAMS (the School's MIS) on which the name of any pupil identified as being Wave 3 or 4 intervention 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 and monitors progress on a termly basis alongside regular meetings between the Head of Learning Support, Director of Studies and the Deputy Head of Prep School.

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 disproportionally 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/or an assessment report summary 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.

## 2 ADMISSIONS

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 must 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.

# 3 PROCEDURES FOR IMPLEMENTATION

## 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.

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 LS teacher is responsible for the day-to-day support arrangements . 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.

Mill House Pre-school (Early Years) has its own Inclusion Policy, and Local Offer Policy, which are available in hard copy on request. The Deputy Head (Prep) is responsible for SEND at Millhouse.

## 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, or other Learning Support document, as well as their inclusion on the Waves of Intervention document 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.

- Allowing appropriate access arrangements for all tests and exams, where possible and providing evidence to the Head of Learning Support of the pupils' use of these.

- 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.

- Attending academic and pastoral meetings to discuss the needs of pupils with SEND as appropriate.

- 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, other support documents and Waves of Intervention document.

- Completing questionnaires and paperwork on pupils as directed by the Head of Learning Support.

## 4 THE ROLE OF THE HEAD OF LEARNING SUPPORT

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.

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

The Head of Learning Support contributes to the review of the School's Accessibility Plan.

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.

The Head of Learning Support and LS teachers 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;
- Work with individuals or small groups of pupils developing literacy/numeracy skills;
- Deliver INSET to staff.

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

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)

Parents requesting support over and above 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 (EHCP)

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.

## 6 ASSESSMENT AND MONITORING PROCEDURES

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

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 regularly as part of department assessment plans and reported on the half termly PPR.

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.

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

## 7 ROLES AND RESPONSIBILITIES OF PASTORAL STAFF

There is regular liaison between the Director of Studies, Assistant Head Pastoral, Senior House Staff, 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.

## 9 OUTSIDE AGENCIES

We work positively with outside agencies and welcome their input and guidance.

## 10 PARENTS AS PARTNERS

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.

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.

## 11 INVOLVING THE PUPILS IN THEIR OWN LEARNING

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 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.

## 12 CHARGES TO FEES

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.

## 13 INSET PROVISION

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 or at Lunchbyte sessions.

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## 14 COMPLAINTS

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.

## 15 GOVERNING BODY

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.

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

## GLOSSARY OF TERMS

| | |
|---|---|
| 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 – Waves of Intervention**

**DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT**

A School-based 'Graduated Response' to SEND.

| Action | Who is involved? | What is involved? | Next steps |
|---|---|---|---|
| WAVE 1 | Teacher/Tutor/parent<br><br>Concern raised (by parent or teacher) to the form tutor.<br><br>The class teacher is responsible for the pupil.<br><br>LS department informed via email from form tutor | Quality first teaching and adaptive teaching. Activities planned at an appropriate level for success and progress.<br>Teacher/s reporting back to Tutor. | This should be no more than half a term. At the end of half a term of monitoring by class teacher/s, a student is either moved to WAVE 2, or they are removed from the list. |
| WAVE 2 | Teacher/Tutor/Senior House Staff.<br><br>LS Department informed by Tutor of the move from Wave 1 to Wave 2, and student is placed on the EAA register (a 'holding' list) by the LS department as a student who is being 'monitored' | All the students' teachers monitor the progress of the student and use adaptive teaching.<br><br>In Prep school this could involve interventions such as NESSY, Spelling mastery etc. being introduced. Prep school TA and/or class teacher works with the students in 1:1 sessions and/or small focus groups. They monitor progress and review regularly. | Additional and/or<br>different<br>activities/ resources are used to meet the needs of the pupil.<br>Head of Learning Support becomes more involved and completes observations and, if necessary, screens the student. More specific strategies are put in place by the class teacher to meet the individual needs of every child, e.g.<br>Toe By Toe, touch typing, whole group literacy etc.<br>Safe spaces and key individuals are identified. |

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| | | Where possible, Senior School staff will be deployed to be in lessons to support learning and to monitor the students' progress. | Parents are kept informed on provision in place by Form Tutor.<br><br>Students may be internally assessed by the Head of Learning Support at the end of WAVE 2, or Head of Learning Support may recommend an assessment route for parents to follow.<br><br>Students who require an EAA-only assessment which provides evidence of need and allocates specific EAA do not necessarily need to move to WAVE 3. |
| WAVE 3 | Teacher/Tutor/Senior House Staff/Learning Support department<br><br>A child with a continued record of concern who has been internally or externally assessed.<br><br>Students will be added to the SEND register | Students **may** have a pupil LaMP based upon an assessment report or will have an assessment document for staff to reference.<br>These documents give guidance on appropriate support strategies.<br>Implementation is monitored by the Head of Learning Support.<br><br>All the students' teachers monitor the progress of the students and use adaptive teaching using the documents provided by LS<br><br>LS support lessons or out of class intervention may be appropriate | The LaMP/support document is implemented in class using the strategies and additional/different resources suggested.<br><br>Support from home is encouraged.<br><br>The LaMP/ support doc is reviewed as required. The majority of pupils will make progress with further advice and intervention, but if the targets and strategies do not result in adequate progress, all the parties involved will contribute evidence to support a request for statutory assessment (EHCP).<br><br>EHCP application will be written by Head of Learning Support and parents and submitted to the appropriate Local Authority |

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| WAVE 4- EHCP | Students who have been monitored through successive levels with regular reviews. The student will have an EHC plan and the involvement of outside professionals. | In line with the recommendations from the statutory assessment, the Head of Learning Support will put together a programme of support involving the class teacher, support teachers, and outside agencies.<br>Funding may be provided for specific support. The Head of Learning Support will monitor and assess the impact of this provision. | Multi-agency approach. Review meetings to ensure full monitoring of progress. All involved are to provide evidence<br>for continued support, as the child progresses through the education system. |

## APPENDIX 2

## SEND TEACHER REFERRAL FORM

**Completed by:**

**Date:**

**Name of student:**

### CURRENT PROGRESS/ATTAINMENT DATA:

[Include teacher assessment data, summative assessment results, predicted grades, most recent statutory assessment results, etc.]

### REASON FOR REFERRAL:

[What is the pupil finding difficult/challenging? What have you observed? Have you discussed your concerns with their parent/carer?]

### CURRENT SUPPORT:

[What support is already in place to help the pupil? What positive impact is this having? What are the limitations?]

### EXPECTED OUTCOMES OF THIS REFERRAL:

[What do you think the LS department can do to support the pupil? What advice/help do you require?]

**Next Steps (to be completed by Head of Learning Support):**

**Appendix 3**

**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 Development 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.