



Learning Support Policy (SEND)

Bancroft's

Independent Co-educational Day School 7–18

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Learning Support Policy (SEND)

1. INTRODUCTION

The Special Education Needs and Disability Act became law on 11th May 2001. The new act amended the existing Disability Discriminations Act 1995. The SENDA came into effect on January 2nd 2002. The Special Educational Needs and Disability Code of Practice (DfES 2014) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. The Equality Act 2010 provides for the equal treatment of all employees and pupils regardless of sex, sexual orientation, age, religion or race. The School takes its responsibilities under the Equality Act very seriously. The School applies the entrance criteria to all potential pupils regardless of any disability, race, gender, ethnicity or sexual orientation of which we are made aware and will make reasonable adjustments where necessary in order not to put a disabled student at a substantial disadvantage compared to their peers.

The act defines a disability if a person has:

- a physical or mental impairment
- an impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities

Some impairments are automatically treated as a disability, even if they don't affect a person's day-to-day activities.

Special Educational Needs and/or Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties.

The act requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Bancroft's School is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum. The School considers the pupils' disabilities and any preferences expressed by them and their parents.

Documents in support of this policy include:

- Parent Handbook
- Accessibility Audit
- Accessibility Plan
- Exams Policy
- Admissions Policy
- Exams Word Processor Policy
- Exams Access Arrangements Policy
- Exams Equalities Policy
- Exams Special Consideration Policy

2. AIMS AND PURPOSE

Bancroft's is committed to providing equal access for all its students to the broad and balanced curriculum which it offers and to which they are entitled. Students with a special educational need and/ or disability (SEND) may at times require specialised support, in part or in all their school work. The purpose of this policy is:

- To ensure that all students with a SEND are identified as early as possible and receive the appropriate support in school.
- To ensure that there is appropriate support for teachers to meet the learning needs of all pupils.
- To ensure that appropriate resources and support are available for students with temporary or long-term specific educational needs and/or disabilities.

Bancroft's is committed to ensuring that all students achieve their potential and aims to identify and give support to students where there is an established learning difference, particularly where that learning difference is inhibiting a student's access to the curriculum or undermining a student's efforts to achieve his or her potential. While the school has regard for the SEND Code of Practice definition of special educational needs, as a selective, academic school it is aware that a student may have a learning profile where discrepancies between skills, for instance between verbal and performance abilities can affect learning confidence, organisation and achievement.

3. DEFINITION

Pupils have a special educational need and or disability if they require special educational provision to be made for them. Pupils have a SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of the same age. Such disabilities could be of an academic, emotional, behavioural or physical nature.

Whilst Bancroft's is a selective school, every pupil has their own individual needs. On occasions individuals require learning support.

4. THE OBJECTIVES OF THE SCHOOL'S LEARNING SUPPORT POLICY

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the *Special educational needs and disability code of practice* (DfES 2014) and *The Equality Act 2010*.
- To identify, at the earliest opportunity, any pupil who requires learning support.
- To use the School's assessment procedures for regular monitoring and appraisal of pupils' performance to identify a pupil who is or potentially under-performing.
- To provide intervention and support specifically tailored to the needs of an individual pupil.
- To set high expectations for every pupil and to set targets which are deliberately ambitious.
- To ensure that ALL School Staff are aware of a pupil's needs so that such needs can be met in all school settings.
- To provide pastoral care and support for a pupil so that they can develop in all areas and build a strong sense of self-esteem.
- To ensure that a pupil's records are kept up to date in line with the requirements of the Data Protection Act 2017 regarding their individual needs, interventions and outcomes through their Individual Learning Profile/Target Sheet.
- To conduct a review of a pupil's progress once a term.
- To work in close partnership with parents or guardians at all stages.
- Where realistic, to include the pupil in the process of making decisions and setting targets.
- To make reasonable adjustment, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.
- To prevent discrimination, to promote equality of opportunity and to foster good relations.
- To ensure that the school applies to the examination boards for appropriate access arrangements.
- To provide or direct teaching staff to appropriate INSET.
- To assist students in their application for the DSA (Disabled Students' Allowance) where appropriate, prior to attending University.

5. ADMISSION ARRANGEMENTS

Bancroft's School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We value the diversity of our school community and appreciate the contribution that pupils with Learning Support Needs/ Special Educational Needs and/or disabilities (SEND) can bring to school life. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion. We have admissions policies and criteria (available to view on our website) which seek to remove barriers to entry to our school for pupils with Special Educational Needs and/or disabilities.

Parents must notify the school in writing if they are aware or suspect that a pupil has a special educational need and or disability and must provide copies of all written reports and other relevant information. Where a specific learning difference has been diagnosed parents must provide a copy of a registered Educational Psychologist's report that is no earlier than two years prior to entry. Reasonable adjustment is made in the entrance procedure for students who have a special educational need, which may include wheelchair access, extra time, rest breaks, or the use of a word processor. In line with the Joint Council for Qualifications regulations, all students with an identified learning difference will require an up-dated Educational Psychologist's report in year 9 with the school's named Educational Psychologist.

The School's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils an *anticipatory duty* as defined by the Act. A failure of a parent to divulge the full extent of a SEND and/or disability currently constitutes a *justification* under the act for discrimination. Where a parent requests confidentiality regarding SEND this request would limit what the school could provide in making *reasonable adjustments*. Under these circumstances the school has the right to decide the balance of confidentiality and possible reasonable adjustments for inclusion. No child should be discriminated against on entry into the School, because of their individual needs.

Bancroft's is an independent, academically selective school, and all students are assessed equally based on a competitive examination, interview and school report. The School, therefore, reserves the right to continue this process. Provision for this is made in the code section 5:23 where independent schools may select on grounds of both 'ability and aptitude'. All pupils must therefore satisfy the academic criteria.

For pupils who have met the academic criteria the Learning Support Dept. will contact the pupil's current school to gain further information regarding their SEND. This may include a visit to the school and pupil observation before meeting with the parents to discuss whether the School can provide adequately for the pupil's special education needs and/ or disabilities.

6. IDENTIFICATION AND ASSESSMENT

Concerns about a pupil can be identified in a number of ways:

- Screening of all new pupils upon entering the school (any year group) and the review of entrance examinations and MidYIS.
- Teachers/Parents may raise concerns about any other pupil with a suspected SEND who is then screened, following a referral made by their House Staff.
- Deputy SENCo and Housemasters meet regularly to discuss pupils who may present with a SEND.
- Classwork, homework or exam scripts are reviewed to support staff/parent concerns.
- Pupils whose screening results indicate a SEND are encouraged to be assessed by the school's named Educational Psychologist.

Action taken:

- Deputy SENCo meets with the parents to discuss the Educational Psychologist's report if assessment has taken place.
- A pupil with an identified SEND will be given an Individual Learning Support Profile.
- All staff will be notified when an ILSP is written for a student and will have access to the pupil's profile via the school Intranet.
- When appropriate, pupils will be invited to attend weekly support lessons with the Deputy SENCo or Learning Support Assistant.
- When appropriate, pupils will be supported in class by a member of the Learning Support Department.
- Each pupil will have a work plan for these extra lessons based on their Profile.
- The pupil's Profile will be reviewed once a term by the Learning Support Department. If significant progress is made, the targeted areas will be amended accordingly.
- All parents will receive feedback on their child's school report.

7. CURRICULAR AND CO-CURRICULAR ACTIVITIES

In the delivery of the curriculum allowances are made for disabled pupils (e.g. by allowing extra time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general, there are high expectations of all pupils and staff seek to remove all barriers to learning and participation.

From the range of sporting activities provided, the School will endeavour to ensure that all pupils with a disability are able to participate in curricular and co-curricular sports.

Specialist sports staff are trained to make assessments about how to accommodate the needs of pupils with disabilities in their area of expertise. Staff are encouraged to attend the specialist courses in individual sports available which now invariably include training in meeting the needs of the disabled.

The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils can participate fully in the School's co-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

The School will wherever possible make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also must consider:

1. the need to maintain academic, musical, sporting and other standards
2. the financial resources available to the school
3. the health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation
4. the interests of the other pupils and persons who may be admitted to the school as pupils

If a pupil's co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible.

8. CRITERIA FOR MONITORING/EVALUATING THE SUCCESS OF THE LEARNING SUPPORT POLICY

- Pupil's attainment in tests and exams is higher than previously.
- Pupil's attainment in public exams demonstrates the school has added value from the point at which they entered the school.
- Staff are sufficiently supported and advised by the Deputy SENCo to feel confident to help the individual pupil make progress in the classroom.
- The system for screening/identifying pupils with SEND is working effectively.
- Records are accurate, useful and up to date.
- Parents are well informed about their child's learning difficulty and are involved in the process of the improvement (by way of a partnership) as appropriate.
- Students become confident individuals living fulfilling lives.
- Students make a successful transition into adulthood, whether into employment, further or higher education or training.

9. ENGLISH AS AN ADDITIONAL LANGUAGE

Where EAL is affecting or impeding a pupil's progress, additional support via extra reading, comprehension and speaking and listening exercises will be given to the pupil to improve their use of English. Any teacher who has concerns about the language skills of a student with a first language other than English will refer these to the Deputy SENCo, via the pupil's Housemistress/Housemaster. Parents are asked to state on their child's entry into the school the first language of their child.

10. GIFTED AND TALENTED

As Bancroft's is an academically selective school, all pupils are considered to be gifted and talented. However, students who demonstrate the ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities) will be provided with additional/extension activities/opportunities to develop their skills, beyond the everyday timetable, to meet their needs.

11. PUPILS WITH AN EDUCATION HEALTH AND CARE PLAN (PREVIOUSLY KNOWN AS A STATEMENT OF SPECIAL EDUCATIONAL NEED)

If a student has an EHCP, he/she will have an 'enhanced individual learning support profile' and staff will be made aware. Targets will be set and reviewed on a termly basis, and his/her EHCP will be reviewed once a year at the Annual Review. It is the responsibility of the Deputy SENCo to co-ordinate the Annual Review meeting, including inviting relevant agency professionals, parents and the LA, and collecting advice and information from relevant parties. It is the Head's responsibility to submit a subsequent report on the meeting to the LA and the relevant parties involved.

12. ACCESS ARRANGEMENTS

The school follows the guidelines of the Examination Boards regarding Access Arrangements for public examinations. Where a SEND is enough to create a difficulty for a student in accessing public examinations, special consideration can be requested. This might be the award of additional time, the facility to use a word processor (if this is the candidate's normal way of working), the provision of a quiet room or other appropriate arrangements. Evidence to support such arrangements is needed, and in most cases, this would be a report from an Educational Psychologist in conjunction with examples from school. The Deputy SENCo is responsible for the appointment of the assessor and for checking that he/she has the necessary qualifications to access candidates (e.g. a copy of his/her certificate). The Deputy SENCo will appoint an external assessor who has an established relationship with the centre or, before an assessment, establishes a relationship with the centre.

When the need for a potential public examination Access Arrangement is identified, the school will endeavour to ensure that students undertake internal examinations under the same conditions.

If there is no evidence to suggest that the student requires 25%/50% extra time to complete school tasks, including examinations, then it is not his/her normal way of working and the arrangement cannot be awarded for External Examinations.

Appendices:

- A. Staff Guidance for Students with Specific Learning Differences
- B. Prep School Additional Information

Appendix A: Staff Guidance for Students with an Identified Special Educational Need and/or disability

Subject Teachers

1. Students with an identified special educational need and/or disability

These students will be provided with an Individual Learning Support Profile (ILSP) which will be circulated by the Deputy SENCo. The ILSP will give the background to the student's special educational need and/or disability (SEND), will focus on areas of strength and potential difficulty and in so doing will give guidance on teaching strategies for staff.

Where a student has an Enhanced ILSP, staff should be aware that these are students who have an EHCP, or where the learning difference is such that a student is experiencing significant difficulties in accessing the curriculum or it is seriously undermining a student's effort to achieve his or her potential. They follow the same pattern as the ILSP, but will be reviewed on a termly basis.

Staff should review and retain the ILSP with their teaching information and annotate their mark book appropriately. When preparing lessons staff should give thought as to how they may need to modify particular tasks or instructions in order that a student in their class can fully access the material and concepts covered. It is particularly important when setting and assessing work that staff are aware of a student's SEND. The Deputy SENCo can give guidance on how to modify work or instructions for a student with a SEND.

Where staff remain concerned about the continuing progress of a student they should monitor the situation and give appropriate advice. They should consult their Head of Department, who will be able to give subject-specific advice in partnership with the Director of Learning Strategy / SENCo and will have an overview of a student's performance in the subject and where the student stands in relation to the whole cohort. If a student continues to experience problems, the key focal points of contact are the House Staff and The Director of Learning Strategy, who should be kept informed.

2. Students without an identified special educational need and/or disability

Where staff are concerned about the performance of a student and suspect that he or she might have a SEND which is hindering progress, they should pass their concern on to the appropriate House Staff. There is guidance given at the end of this Appendix about the signs which might indicate a SEND.

If House Staff receive a report from a subject teacher of a student in their group who they suspect might have a SEND which is hindering progress, they should circulate their concern to the student's other subject teachers to ascertain whether there is a common pattern. If there is no common pattern, they should encourage the subject teacher to seek subject specific advice from their Head of Department, the Director of Learning Strategy / SENCo, or the Deputy SENCo.

If there is a common pattern the House Staff should collect evidence of the pupil's difficulties in the form of homework, classwork, tests or exam scripts and attach them to a completed Learning Support Referral Form. On receiving the completed form, the Deputy SENCo will coordinate appropriate action, which may be a course of support or in more serious cases, in consultation with parents, may authorise an assessment by an Educational Psychologist. The Deputy SENCo will keep the House Staff informed.

Heads of Department

Heads of Department should be aware of students with an identified SEND studying their subject, particularly those in public examination classes. They should monitor their progress and be prepared to give appropriate subject specific advice to members of their department who are teaching them.

House Staff

House staff should be aware of students with a SEND in their House. They should be kept informed of the progress of students by the tutors and be prepared to give appropriate advice and support to the tutors using their knowledge of a student's overall development. Where a new concern is notified to them, they should inform the tutor who would then ascertain whether there is a common pattern. They should keep Heads of Section and Heads of Year informed.

Summary

Any member of staff may seek advice from the Director of Learning Strategy, or the Deputy SENCo. However, House Staff must make all referrals to the Deputy SENCo, and be informed of any support or assessment undertaken.

Signs that might indicate a student with a Special Educational Need and/or Disabilities

In Year 7 the school operates a screening process which aims to identify students whose progress might need further monitoring, a course of learning support, or a direct referral to an Educational Psychologist. We recognise that this process is not necessarily comprehensive and that continuous monitoring of students by subject teachers and form tutors is essential. Subject teachers should be aware that a combination of any of the factors listed below, shown repeatedly over time and considered in relation to age and the tasks undertaken, could indicate a student with a SEND:

- Mismatch between verbal and written performance – either in class or in exams
- Slow reading – difficulties in finishing tests/exams on time
- Very untidy work or handwriting
- Unfocused or unplanned written work
- Very disorganized in terms of forgetting work, deadlines, filing work

- Weak social skills displayed in interaction with peers or staff
- Difficulties understanding instructions, asking for instruction to be repeated
- Difficulties in sequencing information
- Short attention span
- Weak ability to retain information

Appendix B - Prep School Additional Information:

The Prep School is covered by the Learning Support policy of the whole school; however, this appendix contains details of different reporting structures and terms which may apply.

- The Assistant Heads in the Prep School, who are responsible for SEND in the Upper and Lower Phases respectively, write an individual learning support plan (ILSP) for pupils who have been identified as requiring interventions or specific in-class support. This is circulated to all staff and reviewed termly.
- Prep pupils who may benefit from interventions are identified by the use of whole cohort GL Assessment progress tests in English and Maths, starting at the beginning of Year 3, as well as teacher assessment.
- Pupils' previous schools may pass on relevant information about them as part of the 7+ entry process. Parents are asked to provide "details of any learning difficulty, disability or special educational need with a written report from an educational psychologist, medical practitioner or independent SpLD assessor, undertaken less than 2 years before the entrance examination date, which specifies such a need."
- The Assistant Heads meet regularly with the Director of Studies, Year Group Leaders, Class Teachers and other teaching staff to discuss SEND pupils and pupils who may present with an, as yet undiagnosed, SEND.
- Where children use laptops to record their learning, this is printed out in school by the relevant teacher. School laptops and other equipment are kept at school, under the supervision of the Learning Support Department or Class Teacher and are not to be taken home. Home learning can be sent digitally to the relevant teacher. Learning Support Assistants and Class Teachers are available to help with this provision.
- Those with a specific learning difference are allowed extra time in tests and exams as appropriate.