Special Educational Needs and Disability (SEND) Policy and the Academic Support Department

1. Aim

1.1. To ensure all pupils attending Reed's School have access to the curriculum via *reasonable adjustments* (Equality Act 2010) to enable them to achieve their potential. *Reasonable adjustments* can be made by differentiating the curriculum; accessibility for disabled pupils, under the Reed's School Accessibility Plan, or both.

2. Definition of SEND

2.1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young adult of school age is considered to have SEND if s/he has a significantly greater difficulty in learning than most others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. The SEND Code of Practice – 1st September 2014

3.1. The SEND Code of Practice, which has been enacted under the Children & Families Act 2014, provides guidance and sets out practice for dealing with those children and young people with SEND.

3.2. The current code includes:

- Protection for children and young adults from the age of 0-25 years
- A pupil and family centred approach
- The implementation of Educational Health and Care Plans or EHCPs.
- A multi-agency approach to make sure children have the best chance of achieving their potential. They term this 'a life course approach'.
- Introduction of personalised budgets so that families and young people can have a say as to how to spend their resources on the services they feel are the most appropriate.
- The Local Offer by the Local Authorities
- One register entitled **SEND** Support.

- It reinforces the policy that all teachers are responsible for delivering a differentiated curriculum for their pupils to access the curriculum.

4. The Academic Support Department's Objectives

4.1. To support our pupils with specific learning difficulties (SpLDs) and to instil in them the confidence to become independent learners; working to build on their strengths whilst supporting their weaknesses.

4.2. To provide a safe learning environment for pupils to achieve their potential. Every pupil is different and it is our job to assess their learning style, to provide help and strategies for them to achieve in school.

4.3. To support a wide range of specific learning difficulties, in particular pupils with varying degrees of dyslexia, dyscalculia, Developmental Co-ordination Disorders (DCD), Speech & Language difficulties (SALT), Attention Deficit & Hyperactive Disorder (ADD & ADHD), and pupils with mild Autistic Spectrum Disorders (ASD).

4.4. To identify pupils who may have a special educational need; to ensure that these pupils receive the appropriate support; to ensure all staff are made aware of the pupils receiving support; to review pupil's progress with regard to their difficulty and their ability to cope in the mainstream classroom; to help each pupil achieve the GCSEs and A Level grades they are capable of.

5. The Department

5.1. The Academic Support Department consists of a full-time Special Educational Needs Co-ordinator (SENCO), 2 full-time Academic Support teachers who supports pupils with literacy and maths difficulties and 1 part-time teacher/administrator. We also support pupils who have English as an additional language (EAL). Our teachers are fully qualified to deal with a wide range of specific learning difficulties. Our Academic Support teachers help pupils on an individual basis, shared, in small group work and in class support, depending on the level of need. We also offer the services of an ABA (Applied Behaviour Analysis) Counsellor who visits the school twice a week to work with pupils and a Speech and Language therapist.

5.2. The Department is situated in the Shell Building. We have three well-resourced classrooms that can accommodate groups up to 4. The rooms are equipped with either an interactive whiteboard or Apple TV and computers connected to the school intranet. The Department has a wide range of teaching, learning and assessment materials.

6. How Pupils come to the Department

6.1. Pupils come to the department via a variety of routes:

- Pupils arrive at the school with reports from educational psychologists, occupational therapists and/or speech & language therapists having received support during their primary education.
- Their initial testing for entrance to the school flagged up some difficulties.
- Pupils are flagged up by teachers through the 'Request for Assessment' form which will prompt testing by the department.
- Pupils are brought to the Department's attention via the whole year screening of pupils in their first term at Reed's.

- Pupils are also recommended to the department via the Tier 3 System whereby pupils can come for specific targeted support recommended by their class teacher. This support generally lasts 3-4 weeks.

6.2. All pupils entering the department are initially screened. We screen to ascertain a pupil's current reading comprehension, single word reading and spelling age. Pupils complete a piece of free writing to assess their prose, their processing speed and handwriting.

6.3. Pupils who are referred to us internally and do not have previous reports are screened by the SENCO with a more comprehensive battery of tests. These include the above tests plus tests for processing, reading speed, working memory and short-term auditory memory, visual memory and aspects of non-verbal reasoning. The SENCO's tests should provide enough information on the strengths and weaknesses of the pupil to successfully compile a plan for support. However, sometimes tests reveal the need for further investigation by other professionals, and in this instance, a referral to an educational psychologist, occupational therapist, or speech and language therapist may be recommended.

6.4. We seek parents'/guardians' consent and the pupil's before any initial testing. Parents/guardians are informed about the procedure for testing and the range of tests used. A meeting after the assessment is arranged by the SENCO with parents and tutors to discuss a way forward and a plan for intervention. Under the Code of Practice, the regime for intervention works as such:

Assess ⟹ Do ⟹ Review (ADR)

7. Academic Support Provision

7.1. Academic Support aims to help those pupils who need specific intervention, due to their specific learning difficulty (SpLD), or for those pupils who may need a short boost in certain skill areas to increase their confidence. Support is also provided for those pupils with EAL needs.

7.2. All pupils who attend the Department will have a Pupil Information Profile outlining their specific needs, strengths and weaknesses and what *reasonable adjustments* are necessary for them in the classroom and for examinations to access the curriculum. These profile documents are available to all teachers.

7.3. Once a pupil's need is identified the Academic Support Teacher provides a plan of targeted intervention to support their pupil's needs; this is an ADR. This plan is reviewed twice a year and at the parents' evenings arranged by the Department. Parents/guardians and pupils have their say in terms of targets so that all parties agree with the intervention provided. The ADR plans are available to teachers for them to comment on and review the targets.

7.4. A multi-sensory approach to learning is taken with pupils. We tailor teaching programmes to suit a pupil's individual needs using a wide variety of apparatus to support teaching. We also use a variety of educational Apps to make the work more

interactive. At senior level remediation involves learning study skill techniques to help cope with weaknesses in working memory, speed of processing and organisational difficulties.

7.5. Lessons are usually for half an hour but some can be for an hour. They may be on an individual, shared or group basis. Pupils are taken out of selected lessons on their new timetable.

8. The Department also supports the Maths Department as they run weekly lunchtime clinics for those who need further input. The Department supports academic departments who run pupil-led mentoring systems for younger pupils.

9. English as an Additional Language Provision – EAL

9.1. Pupils with English as an additional language are assessed prior to entry to Reed's in order to ascertain the level of their English language skills. Their skill level must be able to cope with the requirements of subject lessons.

9.2. Pupils who need support with their English skills are withdrawn for specific language tuition.

9.3. Pupils with EAL have permission to use bilingual dictionaries in public examinations and will receive 10% additional time as a result. Bilingual dictionaries are not permitted for language exams. Pupils who have spent less than 2 years residing in the UK and have not been educated in English speaking schools before are also entitled to 25% extra time in public examinations plus the use of a bilingual dictionary.

10.   Pupils with Education, Health and Care Plans (EHCP)

10.1. Under the SEND Code of Practice on 1 April 2018 all pupils who formerly had a Statement of Education are now entitled to have an EHCP.

10.2. Pupils with an EHCP will have their plans reviewed annually.

11. Access Arrangements for Public Examinations

11.1. Pupils who have SEND may be entitled to Access Arrangements in public examinations, such as additional time, a reader, scribe or prompt, in public examinations. For this to occur the pupil will have to be assessed in line with the current JCQ regulations regarding assessment. Parents/guardians may wish to have their child assessed externally by an educational psychologist (e.p) or specialist teacher but the final decision as to whether a pupil will receive additional time or other arrangement is made by Reed's school in view of the pupil's past need, other assessment results and specialist reports.

11.2. Internal examinations – Pupils in years 7-9 who have a history of need and scores to support their need in line with the JCQ regulations will receive Access Arrangements, such as additional time and other adjustments in the summer examinations.

11.3. Prospective pupils – Pupils who require Access Arrangements, such as additional time or any other special arrangement when sitting the entry tests to the school must

provide details of these arrangements. A copy of a professional assessment report should be provided to support these arrangements before these arrangements are made.

12. The Use of Laptops and Other Computer Aided Technology

12.1. The Department encourages pupils to use laptops/iPads. We offer touch typing classes to enable pupils to take effective notes in class. Preps can be word processed. Laptops are provided by parents/guardians, but the Department can lend a laptop to a pupil for a trial period to see if this way of working is beneficial for them.

12.2. The use of voice activated software is also available for those whose typing is not proficient due to their SpLD.

12.3. Laptops will be removed if pupils abuse the privilege by playing games etc during lessons or when told to put them away.

13. Gifted and Talented Pupils

13.1. Provision is made for pupils who stand out from their peers due to a special gift or talent. Reed's School follows a policy of enrichment and differentiation. This is provided in the form of differentiated teaching, individualised programmes and group programmes, extra tuition, extension activities and the Scholarship programme.

14. Record Keeping

14.1. The Department has a locked filing cabinet where all the confidential files are kept. Each child who receives Academic Support has a confidential, individual file. This is where all copies of reports are kept. All Access Arrangement documentation is kept in a separate lockable cabinet in the SENCO's room.

14.2. Each pupil also has their own personal folder which their Academic Support Teacher has. This houses their current ADR, work, plus test scores. These folders are kept in the individual teacher's rooms.

14.3. The SEND Register keeps track of pupils with SpLDs in the school, this is available on the school's intranet and now in individual Mark Books on SIMs. This document outlines the pupil's specific learning difficulty, chronological age, recent test scores, held specialist reports and ways to support the pupil in the classroom.

14.4. Department meetings are held every week to discuss matters pertaining to the running of the Department and individual pupils. This time is also used to discuss and share best practice. Minutes are made of these meetings.

14.5. Electronic communication regarding pupils with SEND is now sent encrypted in compliance with the new GDPR legislation (May, 2018).

Safeguarding – Keeping Children Safe in Education (KCSIE) - September 2019 (updated guidance)

14.6. 14.1. The Department adheres to the new KCSIE statutory guidance when dealing with pupils with SEND.

14.7. It understands that recognising abuse and neglect in pupils with SEND may be problematic, as some may attribute their behaviours to their disability rather than the situation they are facing. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours, such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. The Department, and all teaching staff, understand their pastoral role in supporting pupils with SEND and are aware of their statutory obligations with regards to the welfare of pupils with SEND and all pupils in the school.

15. Coronavirus – COVID 19

In light of the current pandemic pupils with SEND will be dealt with under the school's Covid-19 policy.

https://reeds.fireflycloud.net/Resources/Staff%20%5BFj%5D/All%20School%20Policies%20%5BF4l%5D/Safeguarding%20Policy%20-%20Annex%20to%20the%20Safeguarding%20(Child%20Protection)%20Policy%20during%20the%20COVID-19%20measures%20(April%202020).pdf

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