



SEND/ALN Policy (Senior School)

1. Definition of key terms

SEND - Special Educational Needs and Disabilities.

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

ALN - Additional Learning Needs. A distinction is made between students who have a formal diagnosis of a SEND and those who are recognised through a need for additional support. The latter group come under the category ALN.

EAL - English as an Additional Language.

SENDCo - Special Educational Needs and Disabilities Coordinator.

SEMH - Social, Emotional and Mental Health.

SpLD - Specific Learning Difficulty.

ASD - Autism Spectrum Disorder.

ADHD - Attention Deficit Hyperactivity Disorder.

HOY - Head of Year

HOD - Head of Department

2. Legal framework

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and the School's Admissions Policies
- GDST Exclusion Policy
- The School's Safeguarding and Child Protection Policy
- The School's Behaviour Policy
- The School's Anti-Bullying Policy.



3. Key colleagues

Deputy Head (Academic)
SENDCo
SEND-specialist teacher
Teaching assistants

4. Identification of SEND/ALN (Assess)

The school recognises the importance of early identification of any SEND or ALN in order to ensure that each individual's learning needs are met as well as to avoid the risk of other possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND and ALN:

- **Identification at admission:** through communication with prospective parents, any previous school, and use of the admission information which prospective parents should complete fully.
- **Identification at transition - Junior to Senior school:** Junior and Senior schools liaise closely on pupil transfer to the Senior school; the SENDCo meets with students in year 6 during the Summer term, Pupil Profiles, academic concerns and pastoral issues are shared during a transitions meeting attended by Y6 teachers, Head of Lower School and the SENDCo. The SENDCo completes a learning walk during the first weeks of term, looking at students' work and observing them in class to identify any students who may require additional support or assessment.

Identification at transition - Progress through the Senior School: The Head of Year monitors pupils' progress at each transition point as students move up through the Senior School, meeting once each term with the SENDCo to discuss any students who are causing concern. Internal examinations are carefully scrutinised by all teachers to identify potential SEND or ALN.

- **Identification by Subject Teacher:** Subject Teachers make regular assessments of progress for their pupils, sharing any concerns with their Head of Department or directly with the SENDCo using the referral system detailed below.
- **Identification through pupil/parent concern:** The school recognises that parents and the pupils themselves have a unique perspective on their learning. These concerns feed into the referral system detailed below.
- **Identification by Head of Year or Tutor Team:** SEMH difficulties are likely to be identified and addressed through the school's pastoral system – tutors, Heads of Year, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCo.



Referral System and assessment:

1. A concern is raised by contacting the SENDCo who will send the teacher a referral to complete. Depending on the severity of the concern, the SENDCo will coordinate a graduated response to assess the level of need. This may involve some or all of the following:
 - Monitor the student's progress, looking at samples of their work.
 - Gather feedback from all teachers.
 - Observe the student in class.
 - Arrange to meet with the student to discuss their difficulties.
 - Discuss these difficulties with parents.

2. These actions may allow the SENDCo to establish the pattern of support that will meet the student's needs. In some cases, the SENDCo may recommend further assessment, either:
 - Academic Profiling - combining observations and a short assessment to provide insight into areas of strength and weakness.
 - Diagnostic Assessment - Where a student and their parents agree that a diagnosis of a SPLD would be beneficial, the SENDCo may recommend that a student is formally assessed. The school's Specialist Assessor can undertake this assessment, or the assessment may be provided by a suitably qualified professional external to the school.
 - Further Diagnostic Assessment - Where a student is seen to be experiencing a more complex difficulty, perhaps indicating an underlying Neurological difference such as ADHD or ASD, or a more severe SEMH difficulty, the SENDCo will support the family in this lengthier assessment process with the necessary external professionals.

5. Patterns of Support (Plan & Do)

Having established the learning needs of the student, the SENDCo works with them, their teachers, Tutor team and parents to decide on a package of support to meet those needs.

In class:

The SENDCo and Specialist SEND Teacher work in collaboration with class teachers to establish a pattern of in-class support. This may include:

- Adapted resources or templates.
- Additional materials and approaches to using them, e.g. highlighters.
- Particular approaches to working supported by the subject teacher.

If a higher level of support in-class is required, a member of the SEND team may work collaboratively with the subject teacher in their lesson.

Supported Individual Study Sessions:



Students may be invited to attend a regular pattern of individual sessions with either the SENDCo or the Specialist SEND Teacher.

- These sessions are planned and guided by a Pupil Profile. These documents are created with the student using data gathered through observations, teacher feedback and any assessments that have taken place.
- The sessions will be as frequent as best suits the individual needs of each student, varying from one per half term to weekly sessions.
- These sessions take place during the timetabled day. Students never miss a core subject in order to attend, and the sessions rotate around their other subject to ensure that they do not fall behind in any subject area.

6. Record Keeping (Review)

Pupil Profiles

Students who attend Supported Individual Study Sessions have Pupil Profiles. These documents provide a formal summary of the students individual needs, guidance for teachers on how best to support them in class and a detailed plan of provision that is updated each term. Stored on SIMS, the Pupil Profile acts as a clear reference for all staff. These documents are shared each term with the student's parents and discussed in individual parent meetings with the SENDCo.

SIMS

As well as holding Pupil Profiles for each student, SIMS records details of each individual student's needs. Details of any SEND or ALN are stored here, allowing staff ease of access to this information.

Tracking and Monitoring

The SEND department maintains a monitoring log of every Individual Study Session, discussed each week in their departmental meetings. This maintains a less formal record of the progress that each student is making towards the aims identified in their Pupil Profile. The SENDCo maintains a detailed list of students with ALN and SEND and the support that they receive. This informs the data that is entered into SIMS. This list is regularly reviewed and updated as students make progress, and informs the SENDCo's termly meetings with HOY and HOD.

The SENDCo completes a detailed analysis following each annual examination period, showing the progress of each student in relation to the projected level of achievement.

7. Students with EHCP

Students with an EHCP follow the same pattern of assess, plan, do and review as all other students with SEND or ALN, informed by the same record keeping and assessments. In addition to this, students with an EHCP also have a more detailed EHCP form that records their particular needs and outlines the annual aims for each academic year.



These EHCP forms are updated and reviewed each year during the Summer term by the SENDCo, in a formal meeting with the student, their parents and sometimes HOY and representatives from their Local Education Authority.

8. Admissions arrangements

CF admissions policy?

- SENDCo assists the Admissions team in reviewing any applications from students with an identified SEND, ensuring that the school can make reasonable adjustments to support their needs and ensuring that each student has the Access Arrangements they need to complete the entrance exam and interview.

9. Examination arrangements

Public Examinations and Access Arrangements – Senior School

- Students with a SEND or ALN may be eligible for Exams Access Arrangements (EAA), based on the current JCQ guidelines.
- In the autumn term, the SENDCo will identify any students in year 10 who qualify for EAA.
- The parents of these students will be contacted for permission to begin the process of making an application to the JCQ on their behalf and the student must complete a Data Permissions form.
- The SENDCo collects data and feedback from all teachers. Using this feedback along with details of assessments and the support that the student needs at school, the SENDCo then completes Sections A & B of the JCQ form 8 using the online system.
- The schools specialist assessor completes an assessment with the student and uses this data to complete Section C of the form 8.
- The application is submitted to the JCQ via the online system.
- The SENDCo will inform the student and their parents of the outcome, updating SIMS and the shared list of students with EAA for staff.

Laptop Policy and Provision – Senior School

Eligibility: Any student may use a laptop for longer writing and/or note making if this is the best way of working for them. This may be because:

1. A student's handwriting is disorganised or illegible.
2. It is slow or painful for a student to write.
3. A student is more able to correct spelling and grammar errors when typing their work.
4. Staff feedback shows that this is of benefit for them.
5. Formal assessment shows that they should be typing.

A full list of students who use a laptop for all longer writing and/or note making is maintained by the SENDCo in SIMS.



Internal Examinations: Once a student is using a laptop in a particular subject as their usual way of working, they will also use a laptop for the internal tests or examinations in that subject. A 'Laptops in Examinations' report in SIMS can be run off at any time to check which students are going to be using a laptop for internal examinations.

External Examinations: Where using a laptop in class and in internal examinations has become the usual way of working for a student, they will be eligible to use a laptop in their external examinations. It is recommended that any student who is thinking about using a laptop for an external GCSE, IGCSE or GCE examination should have used a laptop for at least one end of year or 'mock' examination before then so that they are practised in how the exam laptops function. In exceptional circumstances a student may be allowed to sit an external examination using a laptop for any subject if they have not already completed at least one internal examination using a laptop. For example, injury to the wrist or hands or another condition physically affecting the student's ability to write by hand. A list of which students will use a laptop and for which subjects is maintained in SIMS and in a separate record showing EAA for all students.