



Policy:	<i>Special Educational Needs and Disabilities</i>
Applies to:	<i>Warwick School Staff, Senior and Junior Pupils</i>
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Warwick Independent Schools Foundation

Warwick School, King's High School and Warwick Prep.

Policy Statement on pupils with Special Educational Needs and Disabilities

The Warwick Independent Schools Foundation Schools aim to provide for all their pupils a broad and balanced curriculum, recognising the fact that all pupils are individual learners and some pupils may have particular Special Educational Needs or Disabilities, requiring appropriate support to enable them to access the curriculum and realise their potential.

We aim to provide appropriate diagnosis and support to enable pupils with special educational needs and/or Disabilities to experience the curriculum as fully as possible and achieve within it as highly as possible.

This policy is written having regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES), Equality Act 2010, and Children and Families Act 2014 and is supported by the individual SEND procedures of the 3 schools within the Foundation.

Special Educational Needs and Disabilities Policy

Introduction

1. School Context

Warwick School is an academically selective school that is committed to providing an environment that values and includes all pupils, staff, parents/carers and visitors regardless of their needs. The School is further committed to developing a culture of awareness, respect, and inclusion. This policy describes the provision for Learning Support at Warwick School.

Warwick School is an equal opportunities establishment and we welcome applications from parents of students with Special Educational Needs and/or Disabilities.

This policy has been written with regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs (Updated 2015), The Children and Families Act (2014) and Equality Act 2010.

The Children and Families Act (2014) introduced new regulations and a new SEND Code of Practice. Important principles and examples of good practice from the Act are used to inform provision for the School's pupils and also applied where the school has pupils on Education Health and Care plans (EHC):

- to ensure early and earliest identification of learning needs.
- to enable all teachers to be responsible for meeting the needs of identified pupils.
- to promote the views of pupils and parents in determining the most appropriate decisions.
- to assist education, health and social care services to work together.
- to make sure children and families know what help they can obtain for a pupil identified with special educational needs.

The SEND Code of Practice (2014, updated 1 May 2015) has been carefully considered, and this Learning Support and Disability Policy reflects the overarching aims of the Code, which are that:

- all children and young people are entitled to an appropriate education, appropriate to their needs, which promotes high standards and the fulfilment of potential, which should enable them to achieve their best, become confident individuals leading fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The Equality Act (2010) has replaced all previous disability legislation and, in doing so, has introduced the idea of protected characteristics – further details of which are documented in the School's Equality Opportunities policy.

This policy should be read in conjunction with the following school policies:

- Equal Opportunities (Pupils) Policy
- Accessibility Policy
- Curriculum and Teaching and Learning Policy (and supporting Academic Departmental Handbooks);
- Able, Gifted and talented Pupils Policy;
- English as an Additional Language (EAL) Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Mental Health Provision Guidance
- Aims

This policy focuses on:

- Protection for pupils by preventing discrimination against them at school on the grounds of disability.
- The processes in place to identify, assess, and run interventions for pupils.

The School is an academically selective school catering for pupils of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they are likely to be able to cope with an intensive academic curriculum. The School will do all that is reasonable to ensure that its culture, ethos, policies and procedures are made accessible to children who have disabilities and to accommodate the needs of applicants for places at the School.

Some pupils who are selected for places may have Special Educational Needs and/or Disabilities (SEND) identified before or after admission to the School. It is the objective of this Learning Support and Disability Policy to ensure that pupils with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education.

2. Definitions:

The Special Education Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has:

‘A learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child with a learning disability ‘has a significantly greater difficulty in learning than the majority of others the same age.’

A child with a disability ‘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.’

Children are not regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Warwick School, we recognise that a range of learning difficulties, behavioural problems (social, emotional, mental health), communication, interaction, physical and sensory impairments exist.

Many pupils who have SEND may have a disability under the Equality Act 2010 – that is... ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND. Where any of pupils requires special educational provision over and above reasonable adjustments, aids and services covered by the Equality Act 2010 they will be additionally covered by the SEND definition. ²

A pupil who has a learning difficulty and/or disability which requires special educational provision is said to have Special Educational Needs (SEN).

3. Values and Principles

Warwick School’s vision for children with special educational needs and disabilities are the same as for all children and young people – that they achieve and lead happy and fulfilled lives.

‘To provide an outstanding educational experience which promotes equality of opportunity for all our pupils, 11-18, allows them to fulfil their potential, and fully prepares them for further education and the global environment beyond.’

Warwick School is an inclusive and equal opportunities establishment. Pupils identified as having special educational need or a disability will, like all pupils at Warwick School, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the School to achieve their full potential in all areas of school life.

For those identified as having special educational needs or a disability, Warwick School is committed to providing the appropriate support, as best as it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

4. Roles and Responsibilities

The Learning Support Department plays an active role in the School community and liaises closely with key departments and members of staff holding relevant positions of responsibility.

The SENCo. The School's Special Educational Needs Co-ordinator (SENCo) is the Head of Curriculum Support.

The Head of Curriculum Support has an important role to play (in conjunction with SMT) in determining the strategic development of SEND policy and provision within the School and to ensure the school meets its responsibilities under the Equality Act (2010), and so the post-holder reports to the Deputy Head Teaching and Learning.

The Head of Curriculum Support has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND (including any pupil who has an EHC Plan). They provide professional guidance to colleagues (including advising on the graduated approach to providing SEND support) and works closely with staff, parents of pupils with SEND, and other agencies (including other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required).

The Head of Curriculum Support works in conjunction with The Deputy Head (Teaching & Learning), The Deputy Head (Pastoral), Heads of Section, Heads of Year and Form Tutors, the Senior Mental-Health Lead, the Exams Officer, the EAL Co-ordinator and the Admissions' Department.

The Head of Curriculum Support is full time and is supported by one full time teacher, one full time teacher and Curriculum Support specialist, the Senior Mental-Health Lead and a Learning Support Administrator (the Learning Support Department shares administrative support with the Exams Office). In addition, teaching assistants are employed as required. four part-time teachers.

The School has two School Nurses (full time during the term time) and referral can be made where there are concerns which require the nurse's involvement. The Medical Centre keeps appropriate records and liaises, where appropriate, with the school's GP.

The School has its own Well-Being Hub which all pupils can access at any time and employs a graduated response to need which allows all pupils to be assessed by the Senior Mental Health Lead and provided with the most appropriate form of support. The Deputy Head (Pastoral) oversees this system.

5. Admission

Warwick School is an independent school for boys from 11-18 years. Admission is in accordance to the School's Admission Policy. Entrance is through Pre-Test, Common Entrance results, GCSE scores, references from current school, other examination and test scores and interviews. EAL speakers may have additional tests to determine their understanding and usage of the English language. Warwick School's curriculum is suited to the needs of the more able pupil; however, the School can support pupils with a range of SEND.

Objectives

In order to achieve these aims it is necessary to:

- Maintain a SEND and Access Arrangements Register to identify and assess accurately the needs of individual pupils, so that History of Need and Provision are identified and recorded at the earliest instance.
- Where necessary, create Individual PEN Portraits for pupils with SEND, to monitor and review progress and provide the appropriate resources and strategies as a working document for staff and as guidance for parents and pupils.

- Maintain effective communication channels so that key information about pupils and their educational needs is processed quickly to ensure high standards of classroom management and professional concern for each individual's educational development.
- Establish positive attitudes to our pupils through a professional whole school approach which encourages teaching staff to participate fully in the monitoring of pupils' progress and being aware of their individual strengths and weaknesses.
- Liaise with our associate school assessors to provide information through professional assessments of students whose attainments have given cause for concern.
- Liaise and work with inter-agency professionals as required to provide suitable support strategies for pupils.
- Develop partnerships with pupils, their parents and guardians, to foster positive attitudes by our pupils to their self-confidence and enhance their self-esteem.

Warwick School is basing its policy on the principles set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES).¹

If a student were to have an Education Health Care (EHC) plan, then the School would support the pupil as appropriate to the plan.

Arrangements for co-ordinating provision

Identification and Assessment

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Where a pupil has an identified SEND, the School will use its best endeavours to ensure that pupil gets the support they need and that every effort will be made to ensure they can engage in the activities of the School and make full access to the curriculum.

Referrals come from a range of sources:

- Information from previous school (e.g. primary schools)
- Baseline testing of Year 7 pupils (MIDYS) and Lower Sixth pupils (ALIS)
- Subsequent core baseline tests e.g. Year 7 & Year 9 for example dyslexia screening, reading and spelling tests
- Subject teachers/ Head of Key Stage concerns (due to underachievement and/or behaviour)
- Pupil
- Parent/s

Referral from previous school - In the admissions procedure, information about a pupil's special needs will be recorded by the previous school on the reference and/or by the parents on their application. In the majority of cases, this information includes the pupil's History of Need and Provision. Educational Psychologist reports are transferred as a matter of routine along with other relevant pupil data. This information is passed to the SENCO by the school's registrar. The SENCO will liaise with the parents about provision for a pupil's individual special needs.

In-house testing- as detailed above

Staff referral – When a pupil who is not on the SEND list is causing concern within the curriculum, a referral may be made by the Head of Department/subject teacher or Head of Key Stage / Head of Year for involvement by the Head of Learning Support. Parents will be consulted and depending upon the information, strategies will be implemented within school or further assessment and consultation with Professional Assessors who have an established relationship with Warwick School may be recommended.

Pupil referral - One of the aims of the school is to develop independence in our pupils, and we encourage pupils to take responsibility for their learning. Pupils are encouraged to seek advice from subject teachers in helping with problems they cannot solve themselves and to attend the study skills support group.

¹ Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES)

Parent referral - We encourage parents to contact their child's Head of Section, School Nurse or the Head of Learning Support to alert us to any issues of concern, be that educational, medical, social, emotional or psychological, and we would act upon it and, if necessary and in discussion with them, involve relevant outside agencies.

Day to day SEND provision and management

By whatever route SEND information is received, the following will occur:

- All SEND information will ~~beeb~~ recorded and posted as appropriate for staff access on the school's management systems.
- Where an Ed. Psych report or specialist information is received, it will be assessed by the Head of Learning Support and then, where appropriate, Education Health Care plan (EHC) or PEN Portrait will be drawn up and the pupil's information will be placed on the SEND Register, which is the key source of information about SEND pupils.
- The Head of Learning Support maintains the SEND register, and this is updated on a regular basis.
- The PEN Portrait is sent out to parents and all staff electronically and a copy is also stored in the SEND staff documents folder on SharePoint. We ask that parents confirm receipt and accept its provision. This is update annually or more frequently depending upon individual circumstance
- Copies of all PEN Portraits and Ed Psych. reports are securely kept in the pupil's SEND file in the Learning Support room
- A copy of the SEND list is sent electronically to every member of staff at the start of the academic year and an up-date of changes is circulated as they are made
- The Head of Learning Support, overseen by the deputy Head Teaching and Learning has responsibility for Access Arrangement online applications for GCSE and GCE examinations, such as special considerations or additional time to be made available. These documents and other essential evidence of need are kept by the Head of Learning Support for Senior staff and Inspectors to access
- Updates about Access Arrangements (AA) for public examinations are sent to the Examinations Officer when decided. JCQ's guidance for access arrangements are followed.
- Staff are expected to read the PEN Portrait for the pupils whom they teach or support and on gaining knowledge of the individual pupil, and implement as a working document day to day, the strategies set out in the report.
- Staff are expected to review yearly the pupils' progress in their subject with reference to the difficulties outlined in the Pen Portrait and to make recommendations where possible.
- For those whose learning difficulty or disability requires specific additional support, an individual's learning plan will be drawn up with details concerning the extra lessons and the specific skills that will be covered as well as the outcomes sought.
- The Academic Support department will work ~~with~~ parents, where required or requested, to gain a better understanding of their ~~child-son~~ and involve them in these stages of their ~~childson~~'s education. This includes supporting them in terms of understanding SEND procedures and practices, and in particular those provide for their ~~childson~~.
- Pupils with SEND will have full access to the School's curriculum, but some aspects may be tailored appropriately. This will be co-ordinated by liaison between the SENDCo, Heads of Department and Heads of Section. It will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Parents will be consulted and kept informed of any planned curriculum adaptations.

Access to Documents

All documents including the Curriculum Support Register, PEN Portraits and other important information are held for staff access on the school's management systems.

The Process of Provision

Day to day practice within the School aims to follow the guidelines on the approach to interventions and Learning Support outlined in the Code. In particular, the School will ensure that pupils and parents are actively involved in decision-making regarding the desired outcomes and throughout the approaches adopted.

There is a 'two stage' graduated approach to provision in place at the School that follows the 'Assess, Plan, Do, Review' process outlined in the Code.

Stage 1: Quality provision by Teaching Staff, led by Form Tutor and Head of Year. The first response is to ensure high quality teaching in normal lessons, differentiated for individual pupils and targeted at a pupil's particular areas of SEND. If, on review, the pupil has made inadequate progress, Stage 2 is implemented.

Stage 2: Learning Support Intervention, led by qualified Learning Support Department staff

No pupil is denied access to any course in the curriculum as a whole on the grounds of special needs. However, we try to be sensitive to parental and pupil wishes to follow courses which are relevant to the needs of our pupils. Pupils with learning difficulties may, for example, not take a second Modern Foreign Language, (or any depending upon the difficulty they have) to focus upon their other courses, following discussion with parents and pupils. All pupils choose their option subjects during the transfer from Year 9 to 10.

It is also the aim of school to be as flexible as possible in providing an appropriate curriculum for those pupils who have a special educational need or disability, where for example the pupil takes a greatly reduced number of subjects (even at GCSE and A level) than normally expected, as well as for example altering the School's rooming timetable to cater for a pupil who, for example, has a physical disability such as being in a wheelchair.

The school endeavours to give those with learning or physical difficulties the opportunity to join in all activities. No activity is unavailable on the basis of physical or mental capabilities; the school does, however, work with parents and pupils to alleviate some challenges where these might be inappropriately difficult. The best example of this is in tailoring expectations regarding the number of examinations sat to ensure that every student can obtain the best grades of which they are capable as well as providing practical assistance in helping pupils participate in co-curricular activities.

However, there are sometimes circumstances in which additional/different action is needed, if pupils with special educational needs are to make adequate progress. In all cases, decisions are made about what resources, targets and actions are most appropriate to the needs of the pupil.

Mental Well-Being

The school's Mental Health Provision takes a person-centred, needs-led approach – our focus is to provide each pupil with the right level of support at the right time. It is a graduated response to need - we assess the needs of the pupil, plan the appropriate support, ensure this support is provided, and then review how successful it has been in meeting the pupil's needs.

This is documented and illustrated diagrammatically in the Mental Health Provision Guidance document.

SEND Training and Support

All staff have SEND INSET training every three years. In addition, staff can undertake specific courses as part of their Continuing Professional Development. Specialist staff undertake INSET training every two years, for example by attending conferences. The Head of Learning Support attends conferences on national issues and undertakes regular training on access arrangements for pupils with SEND. Liaison with other SENCOs also provides further expertise upon which to draw.

Facilities and resources

The Learning Support Department has a designated department.

In addition, the Well-Being Hub provides a pastoral centre open to all pupils at any time of the school day.

Where a need has been identified, additional support will be provided. With regards to disabled access, the age of school buildings means not all areas of the school are accessible by lifts, but should the need arise lessons are re time tabled to classrooms/buildings on a ground floor.

Admissions arrangements

Please refer to the School's Admission Policy and see above for specific transition arrangements.

Reasonable adjustments in External Examinations

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a braille paper, which would be reasonable adjustment for a vision impaired person who could read braille, or extra time allowance for student with Specific Learning Difficulties (i.e. dyslexia)

A **reasonable adjustment** may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment is considered reasonable will depend on a number of factors which include, but are not limited to:

- The needs of the learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates

The Equality Act 2010 Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities
- The clear starting point in statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'

JCQ access arrangements apply only to students with long term substantial needs.

Substantial means 'more than minor or trivial'. Substantial or adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is minor or trivial.

Formal assessment may show that the individual records scores in two areas of provision that qualify for adjustments to be made in external examinations. These include:

- Speed of reading; or
- Reading comprehension
- Speed of writing; or
- Speed of processing measures which have a substantial and long-term effect on speed of working

Long term means that impairment has lasted for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to an individual Pen Portrait which provide strategies for daily support in school, including additional time allowances (not to be confused with 'rest breaks'), readers, scribes, use of word processor, reader pen, 'read aloud'. This differentiation is in addition to, or different from, that which is offered to the other students in the class in terms of support strategies or resources, the main aim being to 'level the playing field' so that the pupil is not at an unfair disadvantage.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a learning difficulty or a sensory or multi-sensory impairment
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling
- Inability to fill in a long, detailed technical document without assistance (in the person's native language)
- Inability to concentrate on a task requiring application over several hours.

Access Arrangements

The CS register indicates where specific provision is made so that SEND pupils are not unfairly discriminated against when undertaking examinations. JCQ's guidance for access arrangements are followed and documentation is kept on all SEND pupils to provide a history of need. Modifications such as the awarding of extra time, rest breaks or other modifications such as the use of a laptop are made according to each pupil's need. The arrangements are continuously reviewed, and contingency plans would be put in place as required by a SEND pupil.

What does this mean for staff?

At Warwick School we aim to comply with the Equality Act 2010 in order to make reasonable adjustments to our assessment processes as appropriate. We liaise with all professionals to ensure reports reflect need and to ensure planning by teachers take into account differing needs and abilities. Effective use of the school's standardised data is available to ensure good planning for teaching and learning. If the school is unable to make reasonable adjustments to meet a prospective pupil's needs, we will consult with the parents and explain why it is not in their child's best interests to attend the school. If we admit a pupil with SEND, we will only charge parents (in addition to normal school fees) for any necessary further professional assessment or support if it is NOT part of our general reasonable adjustments.

Accessibility Policy – see separate policy

The SEND policy should be read in conjunction with the Accessibility Policy and 3-year plan. The progress of all disabled pupils is ongoing, and the 3-year plan is updated and published on an annual basis.

Complaints Policy and Procedure – see Complaints policy

English as an additional language - see EAL Policy

**Guidance procedures for staff concerned about a pupil
re: identification, referral and implementation**

