

## 1. INTRODUCTION

- 1.1 Carrdus and Tudor Hall Schools (the 'School') provide an inclusive environment that aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic progress and personal development.
- 1.2 Pupils with Special Educational Needs and Disabilities (SEND) may have cognitive, communicative, health, physical, emotional and behavioural barriers to learning. As stated in *The Special Educational Needs and Disabilities (SEND) Code of Practice: for 0-25 years (2015)*; '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 him or her.'
- 1.3 The School has high expectations of all our pupils and we strive to ensure that no pupil is refused access to opportunities based on their protected characteristics.
- 1.4 Through early identification of pupils with SEN, we aim to ensure that every pupil experiences success in their learning and are valued and encouraged to contribute to all aspects of School life.
- 1.5 We value the diversity of our School community and appreciate the contribution that pupils with special educational needs and/or disabilities bring to School life.
- 1.6 The School encourages all parents to share any concerns about their child with the School in order that a healthy partnership for the care of their child can be developed. The Head of Learning Support, (HLS), Deputy Head (Academic) and Head are always happy to discuss any parental concerns.
- 1.7 In accordance with the 'Equality Act' 2010, the 'SEND code of practice' 2015 (updated April 2020) and the 'Children and Families Act' 2014, we take reasonable steps to ensure that disabled pupils and applicants including those with Local Authority EHC plans or SENA are not put at a significant disadvantage in comparison with others.

## 2. OBJECTIVES

- 2.1 To work openly with parents to assess our ability to support every child, and to explain if we are unable to do so.
- 2.2 To educate pupils with SEND alongside their peers within the normal curriculum of the School, or following a specially adapted curriculum designed to maximise opportunities for pupils with SEND, to demonstrate progress and move to the next stage of education.
- 2.3 To educate pupils so that they can make progress, reach their full potential and develop independent learning skills, confidence and skills for life.
- 2.4 To continue to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to participate.
- 2.5 To improve the provision of information to disabled pupils which is readily accessible to those who are not disabled.

## 3. SUCCESS CRITERIA

- 3.1 Appropriate learning challenges are set.
- 3.2 Pupils' diverse needs are met.

- 3.3 Potential barriers to learning and assessment for individuals and groups of pupils are overcome.
- 3.4 Reasonable adjustments are in place to ensure that pupils are not refused access to opportunities because of their SEND.

## 4. METHODOLOGY AND IMPLEMENTATION

### 4.1 Admissions

- 4.1.1 The Schools' *'Admissions Policy'* explains that applications from all who have the ability and aptitude to access an academic curriculum are welcome.
- 4.1.2 Parents/carers of pupils with SEND are advised to discuss their child's requirements with the School before assessment days so that adequate provision can be made for them. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for any special arrangements.
- 4.1.3 The Head and Head of Learning Support monitor the annual intake to ensure that pupils with SEND (with or without Ed. Psych. Reports) are fairly assessed, have not been refused admission or been subjected to unlawful discrimination on the basis of their SEND.
- 4.1.4 The Deputy Head Academic and Head of Learning Support liaise with prospective parents/ guardians, pupils and feeder schools to ensure they are fully informed about any adaptations or support that may be required for the pupil to participate in the Tudor Hall curriculum.

### 4.2 Identification of SEND

- 4.2.1 Prior to entry, admissions testing will identify pupils who may need additional support to access the curriculum. Recommendations will be discussed with parents or guardians prior to entry.
- 4.2.2 All pupils, regardless of age, develop at a different pace. The Learning Support Department operates a referral system so that teachers who have concerns regarding progress of individual pupils may refer the child for further assessment and monitoring
- 4.2.3 Internal assessments are used by the HLS to help assess the pupil's needs. The assessments Carrdus uses are the *'Helen Arkell Spelling Test'* (HAST-2), *'York Assessment for Reading Comprehension'* (GL Assessment- YARC), *'Crossbow Visual Stress Assessment, Comprehensive Test of Phonological Processing 2'* (CTOPP-2) and *'Bell Foundation's EAL Assessment Tracker.'* All new pupils are assessed within the first half of the autumn term to ensure additional learning needs are identified even if they have not been at the pupil's previous school. If at this stage additional needs are identified, they may, after consultation with parents/ guardians, have a further assessment with a specialist who has a pre-existing relationship with the School.
- 4.2.4 At any time, pupils may refer themselves for assessment or assistance from the Learning Support department. Any member of staff may also refer a pupil. Information will then be gathered by the Learning Support department to support a referral for further assessment if needed, adaptations to normal ways of working or for 1:1 Learning Support or Learning Mentoring lessons.

4.3 **The Learning Support Register and maintenance of records** - Once a pupil has been found to have a SEND their details are entered onto the SEND register, on ISAMS which is updated and maintained by the Head of Learning Support.

4.3.1 The results of assessments and any special teaching recommendations or other interventions from specialists or the learning support department are noted and disseminated to all staff working with each pupil. Pupil passports and ILPs are also accessible to staff and tutors.

4.4 The stages of need which relate to the level of provision are given to pupils who have been identified as having a learning difference.

Wave	Description
<b>Green</b>	<b>These pupils are supported in the classroom through quality teaching and are monitored by Learning Support and House Staff</b>
<b>Amber</b>	<b>These pupils also receive 1:1 Learning Support to close the attainment gap through targeted work.</b>
<b>Red</b>	<b>Pupils who have an Education Health and Care Plan and a higher level of long-term need that is a significant barrier to their learning and requires specialist support</b>

4.5 **Evaluation of pupils' progress**

4.5.1 For our pupils at Carrdus targets are reviewed regularly in consultation with the HLS. The impact and quality of the support is evaluated and revised in light of the pupil's progress and development. These are shared with parents at parent's evening.

4.5.2 At Tudor Hall, Individual Learning Plans (ILPs) are prepared for all pupils being assisted by the Learning Support department which are used to monitor their progress. When appropriate, meetings around the child including external professionals and all staff involved in that pupil's care may be called. Parents/guardians and pupils are always informed of points for action and any decisions made during these meetings.

4.5.3 If or when pupils stop learning support lessons, their progress continues to be monitored by the Head of Learning Support. Some pupils may continue to receive support towards becoming an independent learner through Learning Mentoring.

4.6 **Provision for SEND**

4.6.1 At Carrdus the HLS will decide if additional 1:1 or small group intervention is needed.

4.6.2 The HLS will decide if there is a need for any specific assessments in Literacy, Maths, Social Skills, Attention or Visual Assessments that may benefit the pupil.

4.6.3 The class teacher is responsible for working with the child on a daily basis and will provide appropriate differentiation. Where group or 1:1 teaching is required away from the class they still retain responsibility for overall progress of the pupil. They work closely with any teaching assistants involved to deliver and assess the impact of support. When a child has been identified as needing Learning Support (LS), parents agree to pay

an additional charge for a specialist individual, or prorated for group tuition.

- 4.6.4 At Tudor Hall whilst accommodation for learning differences is made in curriculum lessons as a matter of course, bespoke individual or small group Learning Support lessons are a chargeable extra. Parents/ guardians are asked for permission before support is given and an agreement to any charges is sought prior to support commencing. The lessons usually take place in the Learning Support department outside lesson times.
- 4.6.5 The Learning Support department has staff who are experienced in specific learning needs. If a pupil needs more specific help e.g. for speech /communication needs, the department may seek advice from a specialist. Specialist mathematics support is available for pupils with SEND. There is a comprehensive range of tests and resources for assessment, teaching and learning.

#### 4.7 **Education Health Care Plans (EHCPs)**

##### 4.7.1 **Annual Reviews of EHCPs are conducted within the guidelines of the SEND Code of Practice:**

*'Where a pupil has an EHC plan the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.'* [Section 6.56 `SEND Code of Practice' January 2015]

- 4.7.2 The Headteacher delegates to the head of Learning Support all specified duties and functions in relating to the annual reviews.
- 4.7.3 Prior to these reviews, teachers and any other adults working with the pupil may be asked to comment on progress made over the year and consider targets for the coming year. They may be asked to attend the meeting.

#### 4.8 **Liaison with Parents/Guardians**

- 4.8.1 For Carrdus pupils class teachers and the HLS are in regular contact with parents through the homework diary and emails and they are welcome to meet at any time if required.
- 4.8.2 The HLS will meet with the pupil's class teachers and Heads of Assessment to share any specific assessment scores and to consider future provision.
- 4.8.3 For Tudor Hall girls communication between parents/guardians and the Learning Support department is essential to ensure that the pupil's needs are being met and parents/ guardians' views are recorded. The Head of Learning Support endeavours to keep parents/guardians fully informed at all times. Parents/guardians have a list of contact details; they are encouraged to keep in contact with the learning support teacher and expected to meet the Head of Learning support and/or their daughter's learning support teacher at parent-teacher consultations. Reports on progress during learning support lessons are provided with each full report cycle.

#### **4.9 Liaison with teaching staff**

- 4.9.1 Teaching staff are expected to refer to and act on information in the learning support register and ILPs at all stages of a pupil's career in the School. This will help them to differentiate the curriculum where necessary, to plan effectively, prepare the pupil adequately for examinations and support adapted examination access requirements if necessary.
- 4.9.2 In turn, the Head of Learning Support expects to be kept informed about any issues, plans or interventions that might be affected by the pupil's SEND.

#### **4.10 Liaison with pupils**

- 4.10.1 The view of the pupil is of paramount importance to ensure that teaching, assessments, and interventions meet her individual requirements.
- 4.10.2 Each pupil is always given the opportunity to discuss their needs and asked to agree any adapted examination access requirements being put in place.
- 4.10.3 Each pupil is made aware of the results of assessments and recommendations.
- 4.10.4 Each pupil is told about the 'open door' policy of the Learning Support department so they are welcome to seek help at all times.

#### **4.11 Pupil support**

- 4.11.1 Pupils are supported by quality teaching in the classroom and a range of strategies to ensure all pupils are able to access learning and cocurricular opportunities, including:
- 4.11.2 Seating arrangements in the classroom, a range of methods of delivery of instructions and making written information accessible in different ways or in advance;
- 4.11.3 Appropriate information sharing to ensure that staff who look after pupils or take them on trips are aware of pupils' SEND to ensure any essential adaptations are made or support provided; and
- 4.11.4 Teaching assistants to work with individual pupils or groups according to their SEND.

#### **4.12 Applications for additional access arrangements for public exams**

- 4.12.1 Where appropriate, prior to public examinations, the Head of Learning Support makes applications to the examination boards for any reasonable adjustments, such as extra time or the use of a reader, which might be necessary to ensure that the pupil has the best chance of demonstrating their ability.
- 4.12.2 These applications need to be made within a set time frame and according to procedures and strict regulations set by JCQ. Parents/ guardians and pupils are asked for cooperation in these matters so that the School may abide by these regulations.

#### 4.13 **Transition to secondary school or further education/employment**

4.13.1 At Carrdus staff work with all receiving schools to ensure smooth transition for all pupils. When secondary schools request information this is provided as appropriate. Should a child leave before they finish Year 6 all relevant information is shared with the receiving school. Parents of children with SEND are encouraged to visit potential secondary schools and to talk with their learning support teams to ensure that each child's needs will continue to be met.

4.13.2 For Tudor Hall girls, the Head of Learning Support liaises with subject teachers, tutors and pupils when applications are made to colleges or university and is available to liaise with Learning Support Departments and places of employment.

#### 4.14 **Staff in Service Training**

4.14.1 The Head of Learning Support and Deputy Head (Academic) are responsible for ensuring appropriate teaching strategies are shared with teaching staff to support pupils with SEND in the classroom. Learning Plans and Pupil passports, written in the pupil's voice, provide teachers with valuable information about strategies that best support each individual in lessons and are reviewed regularly.

4.14.2 The Learning Support Staff are encouraged to update their knowledge of SEND on a regular basis.

### 5. THREE-YEAR ACCESSIBILITY PLAN

5.1 Parents of current and prospective pupils with SEND may view the '*Accessibility Plan*' on the School website. It shows the ways in which the Governors plan to make the School sites, its curriculum and the information it provides, accessible to pupils, parents and other visitors with SEND. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

5.2 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined in the '*Equality Act*' 2010).

#### 5.3 **Monitoring**

5.3.1 All staff are responsible for ensuring pupils with SEND are well supported.

#### 5.4

5.4.1 Overall responsibility for SEND rests with the Board of Governors and the Head, delegated to the Deputy Head Academic and the Head of Learning Support.

#### 5.5 **Head of Learning Support**

5.5.1 Oversees the day-to-day operation of the School's SEND procedure.

5.5.2 Works closely with the Deputy Head Academic and the Deputy Head Pastoral to ensure the needs of all pupils with SEND are met and they are supported to make progress.

5.5.3 Liaises with and advises fellow teachers.

- 5.5.4 Manages the teachers in the learning support department.
- 5.5.5 Liaises with admissions to ensure appropriate access arrangements are provided for entrance assessments.
- 5.5.6 Analyses assessment data and information from feeder schools to provide suggested support plans or adaptations to the curriculum for pupils with SEND prior to entry.
- 5.5.7 Is responsible for ensuring that Parents/ guardians are clear about the support available to their daughter on entry and the programme of study they will follow.
- 5.5.8 Coordinates provision for pupils with SEND.
- 5.5.9 Maintains and oversees the records of pupils with SEND.
- 5.5.10 Liaises with parents/ guardians of pupils with SEND.
- 5.5.11 Contributes to and organises the training of staff on matters to do with SEND and best practice.
- 5.5.12 Liaises with outside agencies and other relevant professional bodies, such as educational psychologists.
- 5.5.13 Supports applications for and conducts the annual review of any student with an EHC plan.

## EVALUATION

- 5.6 The Head of Learning Support and the Deputy Head (Academic) are responsible for reviewing this policy and ensuring that, as legislation changes with regard to this area, the policy is accurate.
- 5.7 The Bursar and Deputy Head (Academic) are responsible for reviewing the progress of the three-year accessibility plan at least annually to identify progress towards improving accessibility.

## 6. REVIEW

- 6.1 This policy will be reviewed every three years unless there is a change in legislation.

Reviewed by Head of SENCo: January 2025  
Reviewed by Deputy Head (Academic): September 2024  
Approved by Education and Welfare Committee: May 2023  
Reviewed by Deputy Head (Academic): April 2023