

Learners with special educational needs (SEN) and learners with disabilities (D) are covered by the Wycliffe SEND Policy

This policy has been updated in accordance with the SEND Code of Practice 2015. This policy also takes into account Wycliffe's obligations under the Equality Act 2010.

This policy encompasses SEND provision in Wycliffe College Senior School, Wycliffe Prep School (WPS) and Wycliffe Lower Prep. A separate policy exists for Early Years Foundation Stage and Wycliffe Nursery however and each school stage will, in addition, produce its own specific SEND policy guidelines with relation to the identification, assessment, monitoring, provision and allocation of resources in accordance with the SEND Code of Practice 2015.

1. Overview

1.1 Definition of Special Educational Needs (SEND):

- 1:1.1 Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 1:1.2 Children have a learning difficulty if they:
 - a) have a significantly greater difficulty in learning than the majority of others of the same age.
 - b) have 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 schools within the area of the local authority.
 - c) are under compulsory school age and fall within (a) or (b) above or would do so if special educational provision were not made for them.
- 1:1.3 Children do not have a learning difficulty or disability solely because the language (or form of language) of their home is different from a language in which they will be taught.

1.2 Definition of Disability

- 1.2.1 A pupil is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (as defined by the Equality Act).
- 1.2.2 Not all pupils with SEN have a disability.

2. Aims and objectives of Special Educational Needs and Disability provision at Wycliffe

- 2.1 Wycliffe affirms that pupils with special educational needs and/or disabilities (SEND) are entitled to the equal rights, responsibilities and opportunities as non-SEND individuals and will fulfil its requirements under the Equality Act 2010.
- 2.2 To this end, Wycliffe aims to provide a continuum of provision for SEND in the mainstream of education for all children, within a broad, balanced and relevant curriculum. To achieve this, it aims to maintain close consultation and partnership with parents and pupils, evaluating and taking into account a pupil's learning profile as a whole, including learning preferences and strengths, as well as learning needs and/or any disabilities a pupil may have.
- 2.3 Accordingly, Wycliffe will:
 - 2.3.1 Take all reasonable steps to ensure that the necessary provision is made for any pupil with SEND.
 - 2.3.2 Ensure that, where the responsible person has been informed that a pupil has SEND, or it is suspected that a pupil has SEND, those needs are made known to all who are likely to teach him or her.
 - 2.3.3 Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.

- 2.3.4 Do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the school can adequately cater.
- 2.3.5 Ensure that pupils with SEND join in the activities of the school together with pupils who do not have difficulties or disabilities.
- 2.3.6 Ensure compliance with the Equality Act 2010
- 2.3.7 Detect and manage learning difficulties and take account of the requirements of the Early Years Foundation Stage in relation to the EYFS provision (see also additional EYFS SEND Policy)
- 2.3.8 Ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate

3. Roles and Responsibilities

- 3.1 The Council of Trustees has overall responsibility for:
 - determining and ratifying this policy and SEND provision in school
 - establishing staffing and funding
 - maintaining oversight of the school's SEND provision.
- 3.2 The SEN coordinators (SENCOs) the Deputy Head (Academic) and the Deputy Head WPS, and through this, the Head, are responsible for:
 - the management of SEND policy
 - reporting to Council on the effectiveness of the SEND policy and any SEND issues in school.
- 3.3 The SENCOs are responsible for:
 - the day-to-day operation of the SEND policy
 - liaising with and advising fellow teachers
 - managing the SEND teams in their role as Head of Learning Support
 - co-ordinating provision for pupils with SEND as Head of Learning Support
 - assessment and application for access arrangements of pupils with SEND
 - managing and updating the SEND list for the Senior School on iSAMS
 - overseeing records for pupils with SEND and ensuring they are kept up to date
 - funding applications and reports for pupils with SEND where appropriate
 - liaising with parents and guardians about SEND provision in school and any SEND matters relating to their child
 - liaising with the Heads of SEN in the Preparatory and Lower Preparatory schools regarding SEND provision and pupils on the SEND register
 - contributing to INSET
 - liaising with outside agencies as appropriate
 - monitoring any pupils with an EHC Plan.
 - liaising with and advising admissions with regard to applicants with SEND
- 3.4 Education and welfare provision for pupils with SEND is a matter for the School as a whole. All teachers are teachers of pupils with SEND. All teachers are responsible and accountable for:
 - anticipating individual learning needs and adapting teaching to respond to the strengths and needs of pupils with SEND
 - having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - having a clear understanding of the whole pupil profile, including SEND, but also if the pupils has other needs such as EAL or Gifted, Talented and Able, and to use and evaluate distinctive teaching approaches to engage and support these pupils.
 - using a graduated approach to meeting the needs of pupils with SEND through a cycle of: Assess, Plan, Do, Review

- monitoring the progress of pupils and specific interventions and liaising with the tutor, Learning Support teacher and SENCo
- communicating with the academic tutor and SENCo if there are continuing concerns which the above process has not resolved and producing evidence of these concerns
- contributing to, delivering and reviewing individual pupil support
- supplying evidence of differentiation/special arrangements in order to paint a 'picture of need' and evidence of normal way of working to support access arrangements for examinations.

4. Co-ordinating the SEND provision at Wycliffe

Arrangements to ensure the practices and responsibilities are well co-ordinated include:

- 4.1 Maintaining and distributing an up-to-date list of all children with SEND.
- 4.2 Adopting a graduated and continuous approach to intervention. There will be a cycle of identification and assessment, planning, support, monitoring and review of the learning difficulties and disabilities and special educational needs of children within the school (also see 8).
- 4.3 The SENCos are responsible for guiding and co-ordinating a child's special educational provision by working closely with the child's teachers. Specialists from outside the school are involved where appropriate. Teachers are responsible and accountable for the progress of all pupils in their class, including those with SEND.

The SENCos:

- gather relevant information including, as appropriate, information from sources beyond school
- draw on the advice of outside specialists, for example, educational psychologists
- ensure that an Individual Pupil Profile (at the Senior School) is drawn up and is regularly reviewed
- ensure that the child's parents are consulted and informed
- monitor and review the child's progress, with outside specialist help as appropriate
- keep the Deputy Head (Academic) and Deputy Head WPS informed of overall progress, of desirable amendments to practices within the school and of changes to government policy
- arrange learning support for the child if appropriate and when agreed with parents
- organise assessment of pupils where appropriate, either in school or supporting the process of external assessments
- ensure appropriate exam access arrangements are organised through liaison with the exams office, in accordance with the Examinations Policy (WPS) and in accordance with the criteria issued by relevant exam governing bodies.

4.4 Reasonable adjustments:

Wycliffe recognises that some pupils with special educational needs may also have a disability. The school is guided by the Equality Act 2010 and will consider what reasonable adjustments, if any, the school can make for disabled pupils who are at a substantial disadvantage compared to non-disabled pupils to ensure they are able to access Wycliffe's educational provision.

- 4.5 Specialist tuition from the Learning Support department staff, on a one-to-one basis, is also available. This takes place in the Learning Support department and is either through withdrawal from a non-core subject (for some lower school years) or during a study period (see 9). This specialist extra tuition may be charged per 50-minute session, subject always to Wycliffe complying with the Equality Act 2010. Where a charge is to be made, parents are required to consent for this support to take place. Learning support teachers liaise closely with the pupil's teachers and tutors to ensure the support is targeted to the pupil needs.

4.6 INSET is arranged for academic and pastoral staff within the school by the SENCo. This endeavours to raise awareness of the needs of pupils with SEND both in the classroom and as the whole child in all areas of Wycliffe life (see 12).

5. Admission Arrangements

5.1 The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The school has a broad ability intake and welcomes all applicants irrespective of any learning needs and/or disabilities (see 9:2). The School will treat every application for a place at the School in a fair, open-minded way.

5.2 The SENCo will normally meet parents of prospective entrants to the school, where the child has, or may have, learning difficulties or SEND. The level of the child's difficulties will be discussed at this meeting. If the child has not been previously assessed, or the assessment is now out of date, the SENCo may request an up-to-date assessment of the child, to determine whether the applicant can be adequately catered for should an offer of a place be made, and to ensure they are able to fully participate in the education provided at Wycliffe. The SENCo may also need to visit the child's current school to observe the child and meet with relevant staff there. Parents should discuss with the Admissions Manager any reasonable adjustments they consider would assist their disabled child during the application process in advance of application for a place at Wycliffe College. The school will consider the proposed adjustment(s) in accordance with their obligations under the Equality Act (see 4:4).

5.3 Previous assessment reports, school records as well as Individual Education Plans from previous schools – where these are available - will also be part of the pre-entry assessment process. In some cases, the school may request further information, such as a medical certificate or educational psychologist's report that the school considers necessary to make a fair assessment. An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot accommodate a disabled applicant.

5.4 The Learning Support Department at Wycliffe offers specialist Learning Support for children with specific learning difficulties such as dyslexia and dyspraxia, provided that they can cope with the mainstream curriculum. Pupils with other SEND may be supported within the department, subject to evaluation by the school SENCo.

6. SEND Specialists and Facilities

Wycliffe has a range of special facilities and expertise to support pupils with SEND. These include:

- A whole school focus on developing teaching and learning styles
- Individual Pupil Profiles to address the specific needs and difficulties of pupils with SEND
- Differentiated work and support for pupils with SEND
- A dedicated Learning Support department with teaching rooms and specialist resources
- Extra individual tuition by specialist teachers and/or qualified assessors to improve literacy /numeracy skills, study skills, organisation and examination technique
- Additional small study groups to focus on specific areas of need when appropriate
- Qualified staff to carry out assessment for exam arrangements
- A flexible approach to the curriculum at GCSE and GCE and in the Preparatory School
- Small class sizes at all levels of age and ability
- Adapted and graded literature and textbooks in the school library for pupils with reading difficulties, including a range of audio materials
- Access to specialist technology to support learning for pupils with SEND
- The opportunity for class teachers to liaise with specialist staff to adapt teaching to the needs of pupils
- A specially adapted, detached exam block at the Senior School where pupils with exam access arrangements can sit exams with the extra support they are eligible for.

7. Resource Allocation and Staffing

- 7.1 At Wycliffe Preparatory School, the Learning Support Department is housed in a purpose built, building with 5 teaching rooms for one-to-one tuition as well as an office and a central resources area. There are three members of staff, all of whom hold specialist post graduate qualifications in the teaching of children with specific learning difficulties (dyslexia). For more information, see the separate 'Wycliffe Preparatory School SEND Guidelines'.
- 7.2 At the Senior School, the Learning Support Department is housed in four teaching rooms in the main teaching block, with two full-time members of staff and two part time members of staff. All staff hold specialist post graduate diplomas and/or assessment and SEND teaching qualifications to support pupils. Again teaching is on a one-to-one or small group basis.
- 7.3 The SENCOs/Heads of the Learning Support Departments in the Preparatory and Senior Schools are responsible for ensuring that their departments are well resourced with books, manuals, materials and software packages to support the teaching of children with specific learning difficulties. In addition to this, pupils have access to a range of resources on the whole-school network and in the library.

8. Identification, Assessment and Reviews and the SEND Register

Details in Section 8 and 9 outline SEND Provision at Wycliffe College Senior School. For more detail on provision at Wycliffe Prep School (WPS), Lower Prep and Early Years Foundation Stage and Wycliffe Nursery, please also consult the additional policies.

Literacy screening takes place in Y9 and Y10 to check reading and spelling scores of all pupils in these year groups following mainstream English. Any pupils identified as falling below average levels in these skills are offered group support to improve on their skills, subject to timetable availability. Attendance is not compulsory, but is advised.

- 8.1 Pupils with identified SEND are placed on the school SEND list. Pupils within the school or joining the school and showing signs of difficulty are assessed on an individual basis by the SENCO or her team. If difficulties are identified, these pupils are also placed on the SEND list. The school then adopts a graduated approach to intervention, as outlined below. Their progress is closely monitored and reviewed. Teachers frequently also raise concerns about individual pupils, where there is a cause for concern. Teachers remain responsible for raising concern, for planning, differentiating and reviewing pupil progress and for seeking support of the SENCO when appropriate.
- 8.2 The Wycliffe SEND list:
A child will be added to the Wycliffe SEND list if he or she:
- Has a specific learning difficulty that affects his/her ability to access the curriculum and requires special educational provision (including an exam access arrangement provision).
 - Has a disability which either prevents or hinders the child from making use of the school's educational facilities.
 - Is under five and falls within the definitions above or would do so if special educational provision were not made for the child.
 - Has received a Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) which calls for special educational provision to be made for him or her.
- 8.3 For current Wycliffe pupils on the SEND list:
- 8.3.1 Pupils in Year 8:
The SENCO meets with the Head of Learning Support at the Preparatory School during the summer term to discuss the learning profiles and needs of pupils in Year 8 at the

Preparatory School. This exchange of information ensures a smooth transition for the pupils when they join Year 9. Records are transferred to the Senior School and the SENCo organises meetings with the parents of Year 8 pupils to take place at the Senior School to discuss the transition to Year 9 and possible learning needs and support in the Senior School.

8.3.2 Pupils in Year 9:

Pupils in Year 9 follow an appropriate curriculum (see 9) with timetabled learning support if deemed necessary and with parental consent. Literacy levels of Year 9 pupils who attend learning support are routinely assessed within the department and their profile and targets for learning are outlined on an Individual Pupil Profile (IPP) and Learning Support Targets. The IPP is made available to all teaching and pastoral staff on iSAMS. The IPP is reviewed regularly and the learning support targets are reviewed on a scheduled basis and targets reset to support the pupil's on-going learning. Those pupils on the SEND list who do not attend learning support also have their IPP available for staff to access on iSAMS. Towards the end of Year 9 (spring/summer term), pupils on the SEND list are assessed in order to ascertain their eligibility for exam access arrangements and the results of these assessments are discussed with parents. In some cases, it is advised that Year 9 pupils on the SEND list are assessed by the Educational Psychologist (EP) but the majority of assessment takes place 'in house' with the SENCo or specialist staff who hold specialist assessment qualifications. In some cases, an EP assessment may be advised earlier, such as in the Autumn Term in Year 9, if more information is deemed necessary for a full picture of learning need.

8.3.3 Pupils in Year 10 and Year 11

Pupils in Years 10 and 11 follow the GCSE programme and learning support is timetabled, if deemed necessary and with parental consent, during study periods whenever possible. Exam access arrangements are put into place when necessary for GCSE assessments and exams. Individual Pupil Profiles are available to all staff on iSAMS and Learning Support Targets for those pupils receiving Learning Support are reviewed twice per year to ensure learning targets are relevant to pupil needs and programmes of study.

8.3.4 Pupils in Year 12 and Year 13

Pupils in Years 12 and 13 follow their AS and A2 and/or BTEC programmes and learning support is timetabled, if deemed necessary and with parental consent, during study periods whenever possible. Reassessment and/or reapplication is necessary at some stage during this time to ensure exam access arrangements remain suitable to the pupil's needs. Individual Pupil Profiles are available to all staff on iSAMS and Learning Support Targets for those pupils receiving Learning Support are reviewed annually to ensure learning targets are relevant to pupil needs and programmes of study.

If a pupil should require a full assessment report for UCAS application and/or DSA application, this is not routinely carried out by the SENCo. However, the SENCo is happy to advise of assessment options and to support this process (see 8. 7. 2).

8.4 For current Wycliffe pupils not on the SEND list but causing concern:

8.4.1 Initial concern is usually expressed to or by the child's teacher or tutor that a child is showing signs of having learning difficulties or disabilities. The teacher/tutor is responsible in this process for gathering information and differentiating the child's work at this stage. S/he:

- identifies the child's possible needs.
- liaises with the SENCo on the appropriate next steps.
- produces evidence of need / difficulty. The SENCo or one of her team will consult parents at this stage if it is recommended that the child is formally screened / assessed by the SENCo.
- collects further relevant information about the child, consulting with and helped by the SENCo.

- follows the advice on differentiation for the pupil as teacher/tutor via the IPP.
 - works closely with the child in the normal classroom context, monitoring and reviewing the child’s progress, using specialist staff to give advice and support where necessary.
 - seeks further advice and support should this be required.
- 8.4.2 The relevant SENCo, or one of her team, assesses if the child has any possible SEND, if appropriate, and adds the child to the SEND list if there are indications that s/he does. In this case, the SENCo provides advice on differentiation for the pupil for teachers and tutor. Parents may decide at this stage to have the child fully assessed by the Educational Psychologist so that a full learning profile may be attained and if a full written assessment report is required (see 8:4).
- 8.4.2.1 If there are no indicators of a possible SEND and the child progresses satisfactorily without additional support after a period of time, the teacher or tutor may decide that the child no longer needs special help. The SENCo will retain the child’s name on the SEND list (with the flag of ‘NONE’) until it is clear that there is no longer a cause for concern or any SEND, at which point the child may be taken off the SEND list.
- 8.4.2.2 If there are some indicators of SEND, regardless of their need for intervention, his/her name will remain on the SEND list so that teachers are aware of his/her needs and learning profile.
- 8.4.2.3 The Wycliffe SEND list uses a system of flags or stars to indicate the level of functional need. This is outlined below:

Star	Label	Meaning
No star	None	This pupil is not suspected as having SEN as such, but is being monitored due to concerns.
Blue	Other (WP)	Not necessarily a Specific Learning Difficulty (SpLD) but some educational need which requires noting/action by teacher. Often (but not always) refers to need for pupil to WP but with no underlying SpLD label.
Grey	SEN	Has a SEN profile but does not require or attend individual Learning Support. Teacher is still required to be aware and differentiate as necessary. The grey star does not indicate the severity of learning need, simply that they do not attend 1-1 support. There may well be a need for further intervention / support in class room.
Yellow	SEN / LS	Has SEN and attends Learning Support (usually once per week). This usually indicates a need for further intervention / support in class room. The LS teacher is named on the IPP and teachers are encouraged to liaise with her for further input, advice, support etc.
Red	SEN / LS HIGH	Has SEN and attends Learning Support (often twice or more per week). This star indicates a high level of intervention / support is needed in the class room. The LS teacher is named on the IPP and teachers are encouraged to liaise with her for further input, advice, support etc.

It is important to note that the flag does not necessarily indicate the level or severity of any learning difficulty (with reference to discrepancy between ability and attainment). Instead, it indicates to the child’s teachers the likely level of support that child will need in the classroom and whether they also receive individual learning support.

8.5 New external pupils to Wycliffe: see 5 Admission Arrangements

Review

- 8.6 Review of assessment and support:
- 8.6.1 Individual Pupil Profiles for pupils on the SEND List and, in addition, Learning Support Targets for those pupils receiving specialist support, are reviewed regularly depending on year group, the programme of study the pupil is following and when formal assessment takes place.
 - 8.6.2 If support within the classroom context does not result in the child making satisfactory progress, the teacher and SENCo may decide, with parental consent, to make further interventions to support the child.
 - 8.6.3 If not already carried out, at this stage it may be recommended that the child is tested by an Educational Psychologist for further support and advice. Interventions to support the child are likely to include specialist tuition from the learning support department, by withdrawal on a one-to-one basis, where parents consent to learning support.
- 8.7 Assessment by the Educational Psychologist:
- 8.7.1 An educational psychologist (EP) might assess children with SEND at three different points during their career at Wycliffe. An EP assessment may take place as early as possible after the child's needs have been identified. The child may need to be reassessed, or assessed for the first time, prior to GCSEs. Finally, the child may require assessment when entering the Sixth Form, in order to decide on arrangements for AS and A2 levels and also to inform the university application process. These assessments can be arranged privately by parents or the SENCo can arrange for the assessment to take place at Wycliffe College. Whichever option is selected, all financial matters will usually be dealt with directly between parents / guardians and the Educational Psychologist. Please be aware that the school is not obliged to accept privately commissioned assessments as evidence for reasonable adjustments for SEND such as access arrangements in exams. Therefore parents are urged to discuss such assessments in advance with the SENCo. Once the report is received, the SENCo can discuss the findings with the pupil and parents to agree subsequent action.
 - 8.7.2 If there is a need for assessment post 16, or for pupils applying for the Disabled Students' Allowance (DSA) on progressing to Higher Education, an assessment carried out by either an EP or a qualified specialist assessor will be necessary. In house assessment procedures do not cover this (but do cover exam access arrangements for GCSE and A levels).
- 8.8 The SENCo can also carry out assessments in school to meet the requirements of JCQ regulations on Exam Access Arrangements should there be the need and in order to make reasonable adjustments to support the learning of pupils with disabilities. These assessments are not charged to parents. Due to time restraints, a full report is not available following these assessments, but parents are informed of the outcomes and receive an updated IPP. They are also welcome to receive a copy of the access arrangements regulatory paperwork if they wish. Regulations produced by the JCQ state clearly the need for evidence of need and normal way of working in school for such arrangements to be granted; a diagnosis and assessment report alone will not suffice in this process.
- 8.9 Statements of Special Educational Needs/Education, Health and Care Plans (EHCP): Wycliffe will comply with the requirement to conduct an annual review of Statement/EHCP, in conjunction with LA advisors, for all pupils with an LA statement of need/EHCP.
- 8.10 Separate lists exist for pupils for whom English is not their First Language (English as an Additional Language – EAL) and for pupils who are Able and/or Gifted and Talented (AG&T). Some children may appear on more than one of these lists, in which cases special consideration for the child's overall needs must be made when providing support.

9. Integration and Access to a Broad, Balanced Curriculum

- 9.1 All pupils at Wycliffe follow a broad and balanced curriculum, which broadly shadows the National Curriculum. As an independent school, Wycliffe is free to modify this curriculum where appropriate. Some pupils with SEND may need to follow a slightly reduced or tailored curriculum, in order to cater for their specific learning needs.
- 9.2 Pupils who need learning support lessons may follow a slightly reduced programme. This allows them to receive specialist tuition for their literacy difficulties on timetable. In Years 10 and 11, pupils with SEND may be allowed to continue this reduced programme to GCSE. Some pupils also receive learning support in years 12 and 13. The School currently follows the GCSE, AS and A level and BTEC curriculums. To access the academic curriculum at Wycliffe, pupils therefore need to have a cognitive ability within or above the average range, to enable them to cope - with appropriate differentiation and access arrangements - with the content of this curriculum.
- 9.3 Pupils are usually assessed in Year 9 or 10 to establish the appropriate access arrangements at GCSE. This is reviewed in year 12, for AS and A2 examinations. Access arrangements encompass the full range as set out by JCQ, and include extra time, readers, scribes, word processing, rest breaks and separate invigilation.

10. Bullying

The school recognises that disabled pupils or those with special educational needs may be at risk of being bullied. The school has an Anti-bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

11. Safeguarding

The school also recognises that disabled pupils or those with special educational needs may face additional safeguarding challenges. All staff need to be alert to the specific needs of those pupils who special educational needs and/or disabilities. This might include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

The school has a Safeguarding Policy which outlines how staff should consider these issues and remain vigilant as to the safeguarding of all pupils, including those with SEND.

12. Accessibility

- 12.1 The school is aware that difficulties may be experienced from time to time by the need for pupils to move around the site and as a result of the School buildings.
- 12.2 The school's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

13. CReSTeD accreditation

- 13.1 CReSTeD is the register of schools which help children with specific learning difficulties such as dyslexia and dyspraxia.
- 13.2 Wycliffe holds CReSTeD status within the DU category meaning it has a Designated Unit or Centre providing specialist tuition on a small group or individual basis, according to need.

- 13.3 CReSTeD aims to help parents, and those who advise them, to choose schools which cater for the specific learning needs of their children.
- 13.4 All schools on the CReSTeD register are visited regularly to ensure they continue to meet the criteria set which includes:
- Staff who can demonstrate the ability to meet the needs of pupils with specific learning difficulties within their own subject areas.
 - The designated unit or centre provides specialist tuition on a small group or individual basis, according to need.
 - The designated unit or centre is adequately resourced, under the management of a senior specialist teacher, who coordinates the work of other specialist teachers/qualified assessors and teachers.
 - There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic pupils and this awareness is evident across the curriculum.
- 13.5 More detailed information and advice is available on the CReSTeD website (www.crested.org.uk).

14. Staff Training

The SENCo will assist in providing staff training in SEND, using outside providers where appropriate. The SENCo delivers training to departments, faculties, houses and whole school groups, on a regular basis. Teaching staff are encouraged to consult the expertise of staff in the Learning Support departments on a more informal basis. New staff and trainee teachers are given INSET by the SENCo as requested. A SEND Handbook is published electronically for all staff, outlining SEND policy, procedures and guidelines, and is available on the school intranet.

15. Outside Support and Links with outside Agencies

The SENCo liaises with the following outside agencies as appropriate.

- Educational Psychologists
- Local Education Authorities
- General Practitioners
- School Counsellors
- Psychiatrists and mental health practitioners
- Speech and Language Therapists
- Occupational Therapists

16. Partnership with Parents

Partnership with parents is maintained by the following.

- Individual Pupil Profiles and reviews (usually discussed at Parents' Evenings)
- Individual parental interviews, on request
- End of Term reports
- Telephone and e-mail contact

17. Monitoring and Criteria for Evaluating Policy

- 17.1 The performance and progress of pupils on the Senior School Wycliffe SEND list is closely monitored by his/her academic tutor. Any concerns about lack of expected progress are reported to the SENCo who can then review differentiation and intervention with subject teachers and tutor. Evaluations of performance and value-added are carried out annually with regards to the general performance of pupils with SEND and this is reported to the Deputy Head (Academic) in the annual SEF. This can then inform SEND policy, provision and training.
- 17.2 The Learning Support Department carries out an audit of the SEND Policy on an annual basis or whenever current legislation deems it necessary to amend policy.

**WYCLIFFE COLLEGE
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**



- 17.3 The policy is scrutinised and approved for implementation by the Education Committee of trustees annually.
- 17.4 Next review date: September 2020

APPENDIX 1

PREPARATORY SCHOOL GUIDELINES

This policy applies to pupils from Year 3 up to Year 8 and dovetails into/with the Lower Prep SEND policy, for Early Years Foundation Stage (EYFS) and KS1, which takes into account the specific recommendations for children aged 5 and under.

This appendix is authored by Chris Guest, Head of Learning Support at WPS and is reviewed annually by the Prep School Head of SEND in consultation with the College SENCO and the Prep School Deputy Head.

Aims and Objectives of Provision for children with SEND at Wycliffe Prep School.

Wycliffe aims to meet the academic, spiritual, physical and creative needs of all its pupils and for all pupils to achieve their potential in these areas.

The Learning Centre aims to provide support for children with mild, moderate and sometimes severe specific learning difficulties. To achieve this, we aim to identify the needs of each child clearly and develop a strategy that best supports the child's needs within a broad, balanced and relevant curriculum. Providing for the needs of the child is, of course, limited by the School's and the child's parents' financial resources. Further restrictions on provision are imposed by the traditional timetabling format that the school uses.

Wycliffe strives to maintain close consultation and partnership with parents, staff and pupils, evaluating and taking into account a pupil's preferred learning styles and strengths, as well as his or her learning difficulties.

Type of Provision

The Learning Centre provides various types of support:

- In-class support can be made available but it is unusual for us to provide this as it indicates a higher level of difficulty than we can usually accommodate. This style of support may burden parents with significant extra costs.
- It is important to introduce early intervention for children being left behind by faster learning classmates and regular testing and observation is very important when identifying these children. It is important to understand that poor progress at this very early stage may not be the result of a learning difficulty. Other factors such as inconsistent schooling and developmental differences may also affect progress.
- Children struggling to make progress in Lower and Middle Prep may require daily, one-to-one support. In these cases support may be scheduled during the normal literacy lessons.
- In Upper Prep 1:1 support for Mild or Moderate Dyslexia or Dyscalculia is generally organised differently. Children are taken out of 'less favoured' academic lessons, break times or a tutor period and are taught in the Learning Centre. If children only require 1-3 lessons per week, disruption to their curriculum time is limited. As a school, we are reluctant to offer a place to a pupil who we know will require more than 3 lessons per week. Lessons for groups of 2 can be organised where appropriate. Current research suggests that small group work allows the extra thinking time needed for children with processing difficulties.
- In Upper Prep consideration should be taken when timetabling extra lessons. It is deemed inappropriate for an extra lesson to be timetabled during core subjects or in a lesson that the child excels at or enjoys. These decisions are made considering each child's individual case and in most cases involves consultation with all interested parties. Due to the specific organisational difficulties of dyslexic children, learning support lessons are timetabled at the same time every week.
- In 1:1 lessons, Learning Centre Staff use the 'My Maths', 'The Nessy Learning Programme', the Dyslexia Action sponsored literacy programme and the 'Active Literacy Kit' as the spine for remedial support. Wordshark, Numbershark, RSA reading schemes and comprehension tasks are also used as part of a multisensory approach to supporting these programmes.

Further provision is made for children with social difficulties- through the 'PSHE plus' program. This includes children who need help reacting appropriately to anxiety, children with speech and language difficulties and pupils who require occupational therapy support.

In some instances, it is more effective for children to receive support in groups.

Special arrangements in exams for students with learning difficulties or disabilities are awarded in line with the Prep School Examinations Policy, after negotiation with subject teachers and Learning support staff. Provision is ultimately sanctioned by the Deputy Head.

Poor readers must use high interest, low reading level reading books in order to maintain motivation. These special books can be found in the main school libraries under the heading '**Quick Flicks**'. A 1:1 breakfast reading club is available to the weakest readers.

Identification of Needs

Children's needs are identified in many different ways.

In interview with the Headmaster before a child enters the school, parents are specifically asked if there are any SEND issues relating to their child. If parents indicate that their child has learning difficulties and a current Educational Psychologists Report (1Year) is not available, then the prospective pupil will be tested within the Department to identify their needs. If an Educational Psychologist Report is available, it is studied by the Prep School Head of Learning Support and the Deputy Head before a recommendation is made to the Head, prior to an offer of a place being made.

The child's previous school often also passes on relevant information.

Attainment tests pre entry can provide an indication of the presence of a learning difficulty.

If staff have concerns relating to performance of an existing child in classwork, exams or tests, they complete a 'cause for concern' form which is passed to the Head of Learning Support. The child's parents are then informed of the School's concerns and, if parents grant permission, the child is either assessed internally or a recommendation is made that the child is assessed by a fully qualified educational psychologist. If permission is not granted, the child's progress will continue to be monitored closely.

Identification

At Wycliffe, a child is **listed** on the SEND database if a cause for concern has been expressed with regards to a possible learning difficulty.

A child will be **identified as SEND** on the database if he or she:

- has a specific learning difficulty or disability that affects their ability to access the curriculum
- has a disability which either prevents or hinders the child from making use of the school's educational facilities
- is under five and falls within the definitions above or would do so if special educational provision were not made for the child
- has received a Statement of Special Educational Needs which calls for special educational provision to be made for him or her

Gifted and Talented children are registered on a separate register, although some children could possibly appear on both the SEND and G and T lists. In these cases special consideration for the child's overall needs must be made when providing support.

CReSTeD accreditation

CReSTeD is the Register of schools that help children with specific learning difficulties (dyslexia). Wycliffe holds CReSTeD status. Its aim is to help parents, and those who advise them, to choose schools for dyslexic children. All schools included in the Register are visited regularly to ensure they continue to meet the criteria set by CReSTeD:

- Schools on the register must show that staff can demonstrate the ability to meet the needs of SEND pupils within their own subjects.
- The school must have a designated Unit or Centre that provides specialist tuition on a small group or individual basis.
- The Unit or Centre must be adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.
- There must be awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic pupils and this is evident across the curriculum.
- Detailed information describing Wycliffe's SEND provision is published and this helps parents and advisory bodies select Wycliffe as a school that can meet the needs of their child.

Monitoring Progress

- Reading, spelling and, if required, mathematical progress of pupils who receive support lessons, is tested in October and April. Results are scrutinised to inform changes to provision and to provide parents, with an indication of progress.
- The mathematical, reading and spelling progress of all pupils is monitored as part of whole school testing process. Spelling Reading and Numeracy is assessed throughout the year across year groups. Results are scrutinised to inform changes and may generate a 'cause for concern'.
- The Head of Learning Support in conjunction with SMT, scrutinises planning and work once a year, specifically checking that tutors have identified the pupils with special needs in their lessons and have made provision for those pupils by identifying and implementing strategies.
- The Head of Learning Support observes lessons to check that appropriate provision is made for children with learning difficulties and suggested strategies are implemented.

Tutor and Subject Teacher's Responsibilities:

- assisting with the initial identification of children with Learning difficulties by providing the Prep School Head of SEND with a '**cause for concern form**', located on **T:drive/Prep School/SEN**. Staff must be aware that more able children can mask learning difficulties with coping strategies, avoidance tactics' and often poor behaviour.
- full awareness of the difficulties of children with SEND and implementation of the recommendations of the Learning Centre.
- tutors and subject teachers must attend an annual year group meeting in September in order that they can be informed of developments in SEND provision for both new and current pupils and may contribute to the development and review of targets and action plans. A second meeting is held in January to discuss the needs of new pupils registered with the department since the September meeting and pupils whose provision has changed considerably or whom are causing particular concern.
- communicating with the SENCO and Learning Support teachers on a regular basis.

Accessing information

The Subject Teacher and Tutor each has a responsibility to be aware of the difficulties of SEND children in their care and to implement the recommendations of the SEND department thereby enabling all pupils to access the curriculum. SEND action plans, short descriptions and recommendations are kept on the data base for staff to review at any stage.

Educational Psychologists' reports and internal assessments

These confidential reports are held on the data base for staff to access and are kept on file in the Learning Centre. They are available to staff at all times. The recommendations of new reports received after the September Staff briefing will be emailed to relevant staff.

SEND Information is updated at the following times:

- End of October
- End of April

Advice

The SEND department endeavours to support teaching staff in the process of differentiating lessons for children with difficulties. Advice can be found in the SEND staff handbook on: board copying – handwriting - a dyslexia friendly classroom - reading aloud in class – homework - giving out exam results – dyspraxia in primary schools – spelling - silent reading etc.

SMSC

In SEND lessons pupils are encouraged to delve deeply into their understanding of themselves and how they relate to the world around them. Our teaching actively encourages risk taking which enables pupils to explore and try new ideas without fear of failure. This is fundamental in building self-esteem.

Pupils with learning difficulties need to understand that everybody is different, intelligence is multifaceted and if they apply themselves, with support they can achieve their potential

Spiritual

- We encourage pupils to think deeply about themselves, their strengths and weaknesses and question how they relate to the people around them. This promotes the spiritual growth of our students
- We are very sensitive to students' individual needs, backgrounds and experience

Moral

- We encourage respect, reward good behaviour and value the opinions of others
- We promote discussion and challenge students to think outside the box
- We organise breakfast reading from years 3 to 8 to encourage self-discipline and challenge students ability to take responsibility for their own development
- We share and display good pieces of work so students can aspire to this with their next piece

Social

- In the Learning Centre we encourage pupils to work together, support each other
- We actively promote self- esteem and self confidence
- We run support groups to help pupils collectively understand the challenges they meet

Cultural

- We share the appreciation with pupils that in a British Education System they are a wonderfully privileged, compared to many cultures around the world
- We demonstrate and encourage a wider world view