

Learners with special educational needs (SEN) and learners with disabilities (D) are covered by the Wycliffe SEND Policy. Wycliffe uses the more inclusive term 'additional needs' as an alternative to SEND (Special Educational Needs or Disability)

As is best practice in the Independent Sector, this policy takes into account the SEND Code of Practice 2015 as well as taking into account Wycliffe's obligations under the Equality Act 2010

This policy encompasses Additional Needs provision in Wycliffe College Senior School, Wycliffe Prep School (WPS) and Wycliffe Pre-Prep. A separate policy exists for Early Years Foundation Stage however and each school stage will, in addition, produce its own specific Student with Additional Needs (SWAN) 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 additional 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutionsFor children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- 1.1.3. The four broad areas of SEN are:
 - a) Communication and interaction.
 - b) Cognition and learning.
 - c) Social, emotional and mental health difficulties.
 - d) Sensory and/or physical needs.
- 1.1.4. Children do not have a learning difficulty or disability solely because their first language is different from a language in which they will be taught. Wycliffe's policy on 'English as an Additional Language' applies to such pupils.

1.2. Definition of Disability

- 1.2.1 The Equality Act (2010) gives disability a broad meaning. 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.
- 1.2.2 Not all pupils with SEN have a disability.
- 1.2.3 Not all pupils with a disability have additional needs.

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. The School aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014.
- 2.2. To this end, Wycliffe is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with additional needs and disabilities. The school will make its best

endeavours, working closely with parents and pupils to meet the needs of each pupil within the resources available.

- 2.3. Accordingly, Wycliffe will:
- 2.3.1 Take all reasonable steps to ensure that the necessary provision is made for any pupil with Additional Needs or a disability.
 - 2.3.2 Ensure that, where the school has been informed that a pupil has Additional Needs, or it is suspected that a pupil has Additional Needs, those needs are made known to all who are likely to teach them.
 - 2.3.3 Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Additional Needs.
 - 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 Additional Needs join in the activities of the school together with pupils who do not have difficulties or disabilities.
 - 2.3.6 Identify 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)
 - 2.3.7 Ensure that all pupils with Additional Needs are offered full access to a broad, balanced and relevant curriculum.

3. Roles and Responsibilities

- 3.1 The Council of Trustees has overall responsibility for:
- 3.1.1 determining and ratifying this policy and Additional Needs provision in school
 - 3.1.2 establishing staffing and funding
 - 3.1.3 maintaining oversight of the school's Additional Needs provision.
- 3.2 The SEN coordinators (SENCOs) the Deputy Head (Academic) and the Deputy Head WPS, and through this, the Head, are responsible for:
- 3.2.1 the management of SEND policy
 - 3.2.2 reporting to Council on the effectiveness of the SEND policy and any Additional Needs issues in school
- 3.3 The SENCOs are responsible for:
- 3.3.1 the day-to-day operation of the SEND policy
 - 3.3.2 liaising with and advising fellow teachers on Additional Needs matters
 - 3.3.3 managing the team of Learning Support teachers
 - 3.3.4 co-ordinating provision for pupils with Additional Needs
 - 3.3.5 ensuring there is a graduated and continuous approach to intervention which reflects Wycliffe's assess, plan, do, review approach to supporting pupils with Additional Needs.
 - 3.3.6 keeping 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
 - 3.3.7 assessment and application for access arrangements of pupils with Additional Needs
 - 3.3.8 managing and updating the Additional Needs list for the Senior School on iSAMS
 - 3.3.9 overseeing records for pupils with Additional Needs and ensuring they are kept up to date
 - 3.3.10 reading and summarising Educational Psychologist's reports and changing provision as necessary
 - 3.3.11 distributing an up-to-date list of all children with Additional Needs
 - 3.3.12 managing funding applications and reports for pupils with Additional Needs—where appropriate
 - 3.3.13 liaising with parents and guardians about Additional Needs provision in school and any Additional Needs matters relating to their child

- 3.3.14 liaising with the Heads of SEN in the Preparatory and Lower Preparatory schools regarding Additional Needs provision and pupils on the Additional Needs register
 - 3.3.15 organising screening and assessment of pupils where appropriate, either in school or supporting the process of external assessments
 - 3.3.16 ensuring that their departments are well resourced with books, manuals, materials and software packages to support the teaching of children with specific learning difficulties.
 - 3.3.17 contributing to INSET to raise awareness of the needs of pupils with Additional Needs both in the classroom and as the whole child in all areas of Wycliffe life
 - 3.3.18 liaising with ~~outside~~ external agencies as appropriate
 - 3.3.19 monitoring any pupils with an EHC Plan.
 - 3.3.20 liaising with and advising Admissions with regard to applicants with Additional Needs
 - 3.3.21 ensuring 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.
 - 3.3.22 ensuring effective liaison between the Senior School and the Preparatory Schools regarding Additional Needs provision and pupils on the Additional Needs List
- 3.4 For pupils who arrive at Wycliffe with an identified learning need and those students who are later identified as having learning needs, Wycliffe will follow a graduated approach to meeting the needs of students with Additional Needs through a cycle of: Assess, Plan, Do, Review.
- 3.5 Education and welfare provision for pupils with Additional Needs is a matter for the School as a whole. All teachers are teachers of pupils with Additional Needs. All teachers are responsible and accountable for:
- 3.5.1 delivering high quality adaptive teaching which anticipates individual learning needs and responds to the strengths and needs of all pupils within their subject classes and groups, and monitoring those needs accordingly;
 - 3.5.2 having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - 3.5.3 monitoring and reviewing the progress of students and specific interventions on a regular basis in line with school tracking processes, and liaising with the academic tutor, Learning Support Teacher and Head of Learning Support
 - 3.5.4 seeking further guidance and assessment where applicable from the Learning Support team for those students with possible Additional Needs if the pupil appears to be under-performing;
 - 3.5.5 raising a 'Cause for Concern', if indicated
 - 3.5.6 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.
 - 3.5.7 having a clear understanding of the whole pupil profile, including Additional Needs, 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, promoting positive achievement.

4. Reasonable adjustments

- 4.1 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.
- 4.2 Reasonable adjustments included in the school fees for pupils at the School are:
- 4.2.1 small class sizes
 - 4.2.2 timetabled small group literacy/numeracy lessons (when there is pupil need)

- 4.2.3 opportunities to attend subject workshops or revision sessions at lunch times or after school, lunchtime activities in the Learning Support Centre with a Learning Support teacher to support learning difficulties and/or advise on the completion of Prep
 - 4.2.4 in-house assessment to identify exam access arrangements necessary to ensure equal access to internal and external examinations (in-line with JCQ regulations)
 - 4.2.5 exam access arrangements: use of a reader, scribe and/or word-processor in controlled assessments and internal/external exams for those students (where granted by the Head of Learning Support and in line with JCQ regulations).
- 4.3 Additional Needs Provision incurring an additional charge to parents (fees due to external agencies are agreed and paid directly to the external agency):
- 4.3.1 A full diagnostic assessment with an educational psychologist (EP) or other qualified assessor
 - 4.3.2 A full diagnostic assessment and/or 1:1 support from a Speech and Language Therapist
 - 4.3.3 A full diagnostic assessment and/or 1:1 support from an Occupational Therapist
 - 4.3.4 1:1 timetabled specialist support with a Learning Support Teacher. Specialist tuition from the Learning Support department staff, on a one-to-one basis, is also available.
- 4.4 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.
- 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 relevant Head of Learning Support will normally meet parents of prospective entrants to the school, where the child has, or may have Additional Needs. 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 Head of Learning Support may request an up-to-date assessment of the child, to determine whether Wycliffe can meet the needs of the applicant effectively by making reasonable adjustments and to ensure they are able to fully participate in the education provided at Wycliffe. The Head of Learning Support 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.
- 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 access the

mainstream curriculum. Pupils with other SEND may be supported within the department, subject to evaluation by the school SENCo.

6. Screening and Assessment

- 6.1 All new pupils undertake screening assessments on entry to Wycliffe as below:
 - 6.1.1 EYFS Baseline Assessment
 - 6.1.2 NGST spelling Yr 3 – 8 termly
 - 6.1.3 PIRA for English and PUMA for maths R – 8 termly
 - 6.1.4 CAT 4 screening in Years 3, 5, 7, 9 and 12 and for all prospective pupils
 - 6.1.5 Year 9 MIDYIS and Literacy at the beginning and end of the year for those pupils following mainstream English
 - 6.1.6 Year 10 YELLIS and Literacy for new pupils
 - 6.1.7 Year 12 ALIS and Literacy for pupils for whom English is their main language
- 6.2 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.
- 6.3 Parents of students with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended.

7. Additional Needs Specialists and Facilities

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

- 7.1. A whole school focus on Rosenshine's Principles of Instruction
- 7.2. Individual Pupil Profiles to address the specific needs and difficulties of pupils with Additional Needs
- 7.3. Differentiated work and support for pupils with Additional Needs
- 7.4. Adapted and graded literature and textbooks in the Prep and Senior school libraries for pupils with reading difficulties, including a range of audio materials
- 7.5. Extra individual tuition by specialist teachers and/or qualified assessors to improve literacy /numeracy skills, study skills, organisation and examination technique
- 7.6. Additional small study groups to focus on specific areas of need when appropriate
- 7.7. Qualified staff to carry out assessment for exam arrangements
- 7.8. A flexible approach to the curriculum
- 7.9. Small class sizes at all levels of age and ability
- 7.10. Access to specialist technology to support learning for pupils with Additional Needs
- 7.11. The opportunity for class teachers to liaise with specialist staff to adapt teaching to the needs of pupils
- 7.12. A specially adapted, detached exam block at the Senior School where pupils with exam access arrangements can sit exams with the extra support for which they are eligible for

8. At the Senior School:

8.1 A dedicated Learning Support department on the top floor in Main School House at the centre of the school, with four teaching rooms and specialist resources. There are three full time teachers and two part time teachers. All staff hold specialist post graduate qualifications in the teaching of children with specific learning difficulties (dyslexia) and/or assessment and SEND teaching qualifications to support pupils. Teaching is on a one-to-one or small group basis.

9. At the Preparatory School:

9.1 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 Additional Needs Guidelines'.

9.2 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.

9.3 The Wycliffe SEND list:

A child will be added to the Wycliffe SEND list if he or she:

9.3.1 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).

9.3.2 Has a disability which either prevents or hinders the child from making use of the school's educational facilities.

9.3.3 Is under five and falls within the definitions above or would do so if special educational provision were not made for the child.

9.3.4 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.

10. Transition

10.1 Pupils in Year 8

The Heads of Learning Support at the Preparatory and Senior School meet 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 Head of LS 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.

For pupils joining from other schools, the Head of Learning Support will liaise with the parents, pupil and relevant staff from the previous school to discuss the transition to Year 9 and possible learning needs and support in the Senior School.

10.2 Pupils in Year 9

Follow an appropriate curriculum 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 Additional Needs 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 Additional Needs 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 Additional Needs list are assessed by the Educational Psychologist (EP) but the majority of assessment takes place 'in house' with the Head of LS 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.

10.3 Pupils in Year 10 and Year 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. Those pupils on the Additional Needs List who do not attend Learning Support also have their IPP available for staff to access on iSAMS.

10.4 Pupils in Year 12 and Year 13

For those pupils who join Wycliffe in the Sixth Form, the Head of Learning Support will liaise with the parents, pupil and relevant staff from the previous school to discuss the transition to Year 12 and possible learning needs and support in the Senior School.

Pupils in Years 12 and 13 follow their A Level and/or BTEC programmes and Learning Support is timetabled, if deemed necessary and with parental consent, during study periods whenever possible. Access arrangements are reviewed initially in Year 12. Re applications for access arrangements are made in accordance with JCQ guidelines. Reassessment is sometimes necessary to ensure exam access arrangements remain suitable to the pupil's needs. Pupils who join the school in Year 12 will be reassessed in accordance with JCQ regulations. 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. Those pupils on the Additional Needs List who do not attend Learning Support also have their IPP available for staff to access on iSAMS

10.5 If a pupil should require a full assessment report for UCAS application and/or DSA application, the Head of Learning Support is happy to advise of assessment options and to support this process.

11. The Wycliffe Additional Needs List and Levels of Support

For current Wycliffe pupils not on the Additional Needs List but causing concern:

11.1 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:

11.1.1 identifies the child's possible needs

11.1.2 liaises with the Head of Learning Support on the appropriate next steps.

11.1.3 produces evidence of need / difficulty. The Head of Learning Support or one of their team will consult parents at this stage if it is recommended that the child is formally screened / assessed by the Head of Learning Support

- 11.1.4 collects further relevant information about the child, consulting with and helped by the Head of Learning Support
- 11.1.5 follows the advice on differentiation for the pupil as teacher/tutor via the IPP.
- 11.1.6 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
- 11.1.7 seeks further advice and support should this be required
- 11.2 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:
- 11.2.1 The relevant Head of Learning Support, or one of her team, assesses if the child has any possible Additional Needs, if appropriate, and adds the child to the Additional Needs list if there are indications that s/he does. In this case, the Head of Learning Support 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.
- 11.2.2 If there are no indicators of a possible Additional Needs 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 Head of Learning Support will retain the child's name on the Additional Needs list (with the flag of 'NONE') until it is clear that there is no longer a cause for concern or any Additional Needs, at which point the child may be taken off the Additional Needs list.
- 11.2.3 If there are some indicators of Additional Needs, regardless of their need for intervention, his/her name will remain on the Additional Needs list so that teachers are aware of his/her needs and learning profile. The Wycliffe Additional Needs list uses a system of waves indicated by coloured stars on iSAMs to indicate the level of functional need. This is outlined below:
- a) **Monitoring (no star)**
A pupil placed on the list with no star indicates that the pupil is being monitored for possible or previous difficulties (see above)
- b) **Wave One (grey star):**
Pupils at Wave One will have an educational, social, emotional or medical need which teachers need to be aware of. This may include an identified SpLD. Pupils in this Wave on the Additional Needs List can have their needs met through high quality teaching and differentiation. Pupils at Wave One may meet JCQ criteria for exam access arrangements.
- c) **Wave Two (blue star)**
In addition to high quality inclusive teaching these pupils are supported through interventions such as Learning Support lessons or a literacy/numeracy intervention. Wave Two interventions are designed to support pupils who are nearly working at age related expectations but need some additional focused teaching to get there. In most cases pupils at Wave two will meet JCQ criteria for exam access arrangements.
- d) **Wave Three (yellow star)**
Pupils on the Additional Needs list at Wave 3 will have a significant, identified SpLD and or disability and require a higher level of support and differentiation. They may have an EHCP. In addition to high quality inclusive teaching and school based interventions, these pupils have highly personalised, tailored interventions to accelerate progress or enable children to achieve their potential. For example, several Learning Support lessons a week. They will usually have current support from outside agencies such as an Education Psychologist, Occupational Therapist, Speech and Language Therapist, medical services or mental health services. It does not include those children with ADHD whose medication is monitored by the health service unless they have additional needs requiring tailored provision.

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.

New external pupils to Wycliffe: see 5. Admission Arrangements

12. Review

- 12.1 The progress of all pupils at Wycliffe is reviewed regularly depending on year group, the programme of study the pupil is following and when formal assessment takes place
- 12.2 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:
- 12.2.1 Review of assessment and support:
- a) Pupils on the Additional Needs List have Individual Pupil Profiles which are reviewed regularly. In addition pupils who have Learning Support lessons, have their Learning Support targets monitored and reviewed regularly.
 - b) If support within the classroom context does not result in the child making satisfactory progress, the teacher and Head of Learning Support in line with a graduated response, may decide, with parental consent, to make further interventions to support the child.
 - c) 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.
 - d) Parents will be kept updated on arrangements for assessment and will be sent updated pupil profiles.
- 12.3 Assessment by the Educational Psychologist:
- 12.3.1 An Education Psychologist assessment might be needed to ensure that a pupil's additional needs are fully identified and appropriate provision put in place. An assessment (or reassessment) is sometimes needed prior to GCSEs to help identify what special arrangements may be needed for exams.
- 12.3.2 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 Head of LS 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. Once the EP report is received, the Head of LS can discuss the findings with the pupil and parents to agree subsequent action.
- 12.3.3 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).
- 12.3.4 JCQ regulations state that "A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be

used to process an application.” Therefore, parents are urged to discuss such assessments in advance with the Head of Learning Support.

- 12.4 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 EHCP.

13. Integration and Access to a Broad, Balanced Curriculum

- 13.1 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 Additional Needs may need to follow a slightly reduced or tailored curriculum, in order to cater for their specific learning needs.
- 13.2 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 Additional Needs 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.

14. Bullying

- 14.1 The school recognises that disabled pupils or those with Additional 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.

15. Safeguarding

- 15.1 The school also recognises that disabled pupils or those with Additional 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:
- 15.1.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - 15.1.2 children with Additional Needs can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - 15.1.3 communication barriers and difficulties in overcoming these barriers.
- 15.2 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.
- 15.3 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 Additional Needs.

16. Accessibility

- 16.1 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.
- 16.2 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.

17. CReSTeD accreditation

- 17.1 CReSTeD is the register of schools which help children with specific learning difficulties such as dyslexia and dyspraxia.
- 17.2 Wycliffe holds CReSTeD status within the Learning Centre/ Learning Support Unit category meaning it has a Designated Unit or Centre providing specialist tuition on a small group or individual basis, according to need.
- 17.3 CReSTeD aims to help parents, and those who advise them, to choose schools which cater for the specific learning needs of their children.
- 17.4 All schools on the CReSTeD register are visited regularly to ensure they continue to meet the criteria set which includes:
- 17.4.1 Staff who can demonstrate the ability to meet the needs of pupils with specific learning difficulties within their own subject areas.
- 17.4.2 The Learning Support unit or centre provides specialist tuition on a small group or individual basis, according to need.
- 17.4.3 The Learning Support 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.
- 17.4.4 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.
- 17.5 More detailed information and advice is available on the CReSTeD website (www.crested.org.uk).

18. Staff Training

- 18.1 The Head of Learning Support will assist in providing staff training in Additional Needs, using outside providers where appropriate. The Head of Learning Support 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 Head of Learning Support as requested. A Additional Needs, Handbook is published electronically for all staff, outlining SEND policy, procedures and guidelines, and is available on the school network drives.

19. Outside Support and Links with outside Agencies

- 19.1 The Head of Learning Support 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

20. Partnership with Parents

- 20.1 Partnership with parents is a core element in ensuring pupils achieve their potential. 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

21. Monitoring and Criteria for Evaluating Policy

- 21.1 The performance and progress of pupils on the Senior School Wycliffe AN list is closely monitored by his/her academic tutor. Any concerns about lack of expected progress are reported to the Head of Learning Support 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 AN and this is reported to the Deputy Head (Academic) in the annual SEF. This can then inform AN policy, provision and training.
- 21.2 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.
- 21.3 The policy is scrutinised and approved for implementation by the Education Committee of trustees annually.
- 21.4 Next review date: September 2022

22. REFERENCES

- The SEND Code of Practice: 0-25 Years (January 2015).
- Children and Families Bill (February 2013).
- The Equality Act (October 2010).