BRADFIELD COLLEGE

Special Educational Needs (SEN) Policy

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BRADFIELD COLLEGE

Special Educational Needs Policy

The SEN Policy is in accordance with the College's curriculum policy which is designed to support the best possible achievement for the individual, preparing them with the skills, disciplines and qualifications for the next stage of their lives, but equally to foster a life-long love of learning; learning for learning's sake.

Bradfield College's SEN Policy takes cognisance of the Equality Act 2010, International Baccalaureate and Joint Council for Qualifications (JCQ) regulations and the Special Educational Needs and Disability Code of Practice (2014). On the rare occasion when a pupil is subject to an Education, Health and Care Plan (EHCP) the College follows the guidance of the 2014 SEND Code of Practice.

The purpose of this policy is:

- to ensure that special educational needs (SEN) of pupils are identified and supported in the College for equality of opportunity
- to ensure that there is support for teachers to meet the learning needs of all pupils
- to ensure that appropriate resources are available for pupils with temporary or long-term special needs
- to work effectively with parents/guardians in supporting pupils with SEN
- to promote positive attitudes towards pupils with SEN
- to ensure that every teacher is a teacher of every pupil
- to eliminate disability discrimination

General definition:

According to the **Special Educational Needs and Disability Code of Practice 2014** (Introduction, section xiii and xiv)

- 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
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Policy:

- Bradfield College takes a professional, sympathetic, whole school approach which aims to ensure that all staff are aware of the needs of pupils with specific learning difficulties. The College is committed to providing equal access for all pupils to a broad and balanced curriculum.

- To ensure the needs of pupils with SEN are addressed, the Support and Study Skills Department (SSSD) will:
    - identify and refer for further assessment by educational psychologists and/or specialist assessor
    - work in close liaison with teaching staff, tutors, HoYs and HsMs to ensure confidential communication on learning needs
    - teach pupils who engage with individual bespoke learning support according to their specific needs, recognising their particular strengths and learning needs, to promote achievement of their academic potential
    - communicate effectively with parents/guardians on the learning needs of those pupils who engage in individual bespoke learning support at Parent's Evening, as well as provide a written report at the conclusion of each term noting progress of the individual lessons taught by Departmental staff
    - provide advice, counsel, and information to all stakeholders ensuring that the various needs are both understood and met
    - file viable exam applications with the exam boards once the required evidence (as outlined by the exam board) has been collected allowing the college to implement exam access arrangements

Practice:

Admissions

Pupils with SEN are admitted to the College according to the same criteria as other pupils, provided that admission is compatible with the provision of effective education and use of resources for all pupils.

The College endeavours to identify any special educational needs prior to entrance examinations through discussion with parents/guardians, interviews, assessment reports and liaison with schools attended by prospective pupils. Parents/guardians are advised that recommendations made in educational psychologists' reports and/or Psychiatrists letters for access arrangements, such as 25% extra time or the use of word processing, are considered on an individual basis prior to a pupil sitting entrance examinations, in line with the current JCQ regulations. The Specialist SEN Lead for Admission and Transition works alongside the Head, the Admissions Department, Head of SSSD and Housemasters\mistresses (HsMs) in the collation of information relating to SEN of prospective pupils.

Information:

Copies of educational psychologists' reports, consultant reports, SALT reports, and Occupational Therapy reports, along with any other information relating to SEN, are kept in individual pupil files stored within the various online Admissions' platforms. In addition, copies of full educational psychologists' reports and consultant reports are sent to the relevant HsM for each pupil.

The SSSD has a dedicated area within the College network for confidential access to information on pupils with SEN. The information on a pupil's known specific need is made available in summary form to all teaching staff documenting a learning profile and implications for teaching and learning (this includes identification, exam access arrangements, strengths, identified weaknesses, impacts and or other information to consider, and strategies and recommendations). SSSD acts to improve awareness and understanding of SEN. SSSD staff are available to attend subject department meetings in order to disseminate information raising awareness of SEN matters, and to discuss the teaching and learning of pupils with SEN, thus enabling any general issues to be raised by either subject departments or SSSD teachers.

The Head of SSSD attends the Head of Department meetings to contribute to discussion in the College's whole-school approach to pupils with SEN and sits on the Strategic Academic Committee. Pupil Welfare Committee meets weekly and the Head of Department is briefed on Pupil Support Plans. The SENCo is also a member of the Senior Leadership Group (SLG). All new staff, teaching and otherwise, attend the SEN training session held by the Head of SSSD as part of the Staff Induction Programme, and are given clear information on where and how to access information on pupils with SEN and on disability matters. College whole-staff inset includes sessions on disability.

There is regular liaison with the SEN Representative from the College's governing body. All staff are reminded to reference the SEN Register/individual learning profiles and to verify if pupils engage in individual learning support with SSSD prior to each parent's evening and or any other engagement with parents/guardians.

Information on the role of the Support and Study Skills Department is included in the Parents' Handbook. When pupils with SEN leave the College, all appropriate information on support and access needs is transferred, on request, to the pupil. Pupils with SEN files are securely archived in SSSD for seven years.

Identification

Usually on entry, and always on identification, the pupil is placed on the College SEN Register and in discussion with the pupil, parents/guardians, HoYs, HsMs and any relevant external specialist or agencies, the level of support provision is agreed.

Early identification and assessment of any pupil who may have SEN is a priority. In addition to discussion with parents/guardians, educational psychologists' reports, Psychiatrist letters, and reports from previous schools all contribute to a résumé of each SEN pupil prior to entry.

The College has a screening process in place. Upon arrival in Faulkner's, pupils participate in a computerised screener, which highlights areas of strengths and weaknesses across literacy and Maths. Although not diagnostic in nature, it does result in a monitoring list which is cross referenced with the MidYIS results (specifically the Skills portion of the assessment). Close liaison between the

Department, HoYs, House staff, and subject departments ensures confidential communication on a pupil's progress. The screening process is ongoing; any anomalies apparent during this process will be investigated and addressed further by the SSSD.

Monitoring

At Bradfield College it is expected that any pupil whose progress does not match the majority of their peers in a subject class will be brought to the attention of the SSSD by either departments, HoY, HsM or pastoral tutor to explore whether additional or different action is advisable. There is a clear system for referral and exploration; staff actively engage in this process which helps the assessor(s) to paint a picture of need.

Monitoring of any pupil's progress is the shared responsibility of subject staff, who will make reasonable judgements of progress within the differentiated curriculum area, and the House tutors and HsMs who discuss weekly progress across all subject areas with individual pupils.

HoY, HsMs, tutors, subject staff and parents/guardians can refer a pupil at any stage of their school career if there are difficulties; pupils may also refer themselves.

An overview of the progress of pupils with SEN who are not being taught within the Department is managed by the academic office, Heads of Department, classroom teachers, pastoral tutors, HoYs and HsMs. By monitoring the interim grades, performance in internal examinations, and comments from subject staff, the aforementioned parties then communicate any further queries or needs to the SENCo and/or Deputy SENCo.

Teachers in the Support and Study Skills Department will send an introductory email to the pupil's classroom teachers, HsM, and tutor letting them know that individual bespoke learning support has been put in place and what will be covered in lessons. Frequent discussions between HsMs, HoY and SSSD staff are used to consider appropriate action to support or enhance progress of individual pupils with SEN.

Pupils with educational assessments, and/or a previous history of SEN difficulty, who are now at the stage of making adequate progress with learning strategies in place but without the requirement for additional support lessons are automatically monitored by the Academic Office, HoY, Heads of Department, classroom teachers, HsMs, and pastoral tutors. Their inclusion in the monitoring system indicates the requirement for staff to continue to monitor progress. Parents/ guardians are made aware of any concerns, and an individual lesson and/or further assessment may be recommended. Pastoral support from House staff may be put in place for difficulties in emotional or social areas impacting on behaviour and progress, and the school counselling service is offered.

For individual pupils with SEN taught in SSSD, reports are written for parents/guardians at the conclusion of each term to inform them on the pupil's development and progress related to their individual teaching plan. SSSD teachers attend the parents' meetings for each year group.

Referral for Assessment

If further assessment of a pupil appears appropriate following discussion with staff, the Head of SSSD will discuss the most appropriate form of assessment with parents/guardians. An initial interview may be completed with the pupil by a member of the SSSD staff.
Appointments may be made for pupils through SSSD with our external chartered educational psychologist (who has an established relationship with us as a Centre), registered with the British Psychological Society, who visits the SSSD with the prior written permission of parents/guardians. Bradfield College also has a Level 7 certified Specialist Assessor who assesses pupils where appropriate.

Applications for access arrangements for public examinations are made to the examination boards by the Head of SSSD/SENCo and the Deputy SENCo. The College is bound by, and adheres rigorously to, the strict regulations set on an annual basis by The Joint Council for Qualifications (JCQ), the Cambridge Exam Board and the International Baccalaureate (IB). The evidence of need is maintained by SSSD from internal examinations when the use of additional time, word processing, a practical assistant, a scribe, rest breaks, prompter, or computer reader may be trialled. Applications for such arrangements are submitted according to each exam board's regulations and deadlines, and early communication between parents/guardians, HsMs and SSSD are essential. Permitted access arrangements are relayed to all teachers.

College database and the SSSD works extensively with pupils to ensure they have the most appropriate combinations of examination access arrangements in place for each exam. The SSSD provides a comprehensive list of individual pupil requirements to the exams office. It is College practice that pupils with agreed access arrangements should receive some individual instruction within SSSD in order to maximise their examination technique in utilising such arrangements in examination conditions. The access arrangements should relate to both the pupil's SEN profile and their normal mode of producing work.

Support and Access to the Curriculum

The SSSD staff comprises a team of specialist staff qualified in teaching pupils with specific learning profiles. Some pupils with SEN receive additional lessons with a member of SSSD and are taught on a one-to-one basis in the purpose-built department at the heart of the College. Individual lessons are charged at a standard rate per lesson to parents on the termly bill and, where possible, take place within a private or supervised study period. Lessons are commenced on receipt of a written agreement from parents. Pupils are informed of their lesson time by an email. The lesson(s) is then added to their timetable, so it appears on FireFly and SOCs, and in some instances, Teams. The SSSD lesson timetable is maintained on the College network.

Individual lessons are structured to be cumulative and appropriate to the pupils' studies and needs. They focus on assisting in the development of effective learning strategies and to extend the skills of pupils. The objective of these lessons is for all pupils to develop an understanding of their personal strengths for learning and linked strategies; to be prepared to experiment and develop a variety of study strategies; to understand the meaning and value of multi-sensory learning; and to transfer their learning skills effectively to subject areas for improved efficiency. SSSD staff who teach individual pupils with SEN monitor each pupil's progress and raise any concerns with the Head of SSSD.

All subject staff are expected to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice available based on an educational psychologist's assessment report and/or consultant report which is summarised in each learning profile. All subject staff are expected to note those pupils with SEN profiles in their class mark book and be aware of the need to take steps to plan and deliver their teaching in an effective and appropriate manner. SSSD teachers liaise closely with subject staff on the progression of pupils to ensure that strategies and skills covered in individual lessons are applied in the classroom.

Pupils with SEN may require specific modifications for accessing, participating and/or recording the curriculum to meet their needs. Such pupils would normally have an Education and Healthcare Plan and external agencies may be involved in giving advice for setting programmes. See Appendix 1.

If adequate progress is demonstrated in subject areas and learning strategies have become effective, pupils may discontinue individual support lessons. Such a decision is taken in discussion with pupils and parents, especially if the request comes initially from a pupil. HsMs and subject staff will also be consulted. Parents are required to give one term's notice of cancellation of learning support lessons.

Study Skills sessions are run by SSSD teachers for each Year group. Exam years (Year 11 and 13) will have these weekly, whilst Year 10 and 12 will have these fortnightly. Pupils will be invited to attend these sessions and informed of the topic to be covered; a note of attendance is kept within the department. Bradfield College offers a programme of small group subject support for selected Year 9 students who would benefit from academic consolidation. Places are considered carefully on an individual basis taking account of each pupil's learning profile.

It is not normal practice for Bradfield College to provide Teacher assistants. Exceptional cases will be considered on an individual basis after discussions with SSSD and Deputy Head of Academic.

It should be noted that in lieu of separate invigilation, pupils requiring separate space for public exams will be provided with an individual booth located within the exam hall which will support pupils in managing distraction by limiting visual stimuli. Pupils will also be offered ear defenders to eliminate any potential sound. Additional needs alone do not entitle a pupil to alternative rooming. While professionals from other organisations may give advice, they cannot make the decision for the college as they will not have a working knowledge of a pupil's needs and how their difficulties impact in the classroom.

Resources

Access to the curriculum is supported by a variety of means, including the increased use of enabling technology. Books and materials are updated yearly as course materials change. The department consists of twelve offices.

Appendix 1. Educational welfare for a pupil with an Education Healthcare Plan/ statement of special educational needs can be found below.

This policy document is updated regularly and is available to all members of staff, having been sanctioned by the Deputy Head (Academic).

Appendix 1. Educational welfare for a pupil with an Education Healthcare Plan (EHCP)

Parents/carers of prospective pupils with an Education Healthcare Plan (EHCP) should make this known early in the admission enquiry so that full account may be taken for the requirements of the individual. The Specialist SEN Lead for Admission and Transition will meet the parents/ carers and prospective pupil during a tour visit to the College for a short initial discussion on the admission procedures and the support provision available at the College. A copy of any educational assessment and of the EHCP is requested and, once received, an appointment is arranged with the Specialist SEN Lead for Admission and Transition and Head of SSSD to discuss requirements in detail and possibly to conduct a working session with the prospective pupil in a relaxed manner. The Specialist SEN Lead for Admission and Transition and the Head of SSSD may also contact staff at the pupil's school to discuss current provision, appropriate levels of entry papers and progress. Discussion will involve parents in the decision as to whether to proceed with entry assessments. In the January prior to September entry, prospective pupils may be invited to College entry assessments or to the pre-CE screening tests for which suitable access arrangements will be put in place as recommended by the EHCP or an educational assessment conducted in the two years prior to the year of entry. Decisions on these assessments by the Head, the Specialist SEN Lead for Admission and Transition and Admissions staff are informed by considerations of the discussions and working session with the Head of SSSD. The purpose of these procedures is to give objective advice for the benefit of the prospective pupil and to ensure that all applicants are considered on an equal level avoiding any discrimination or disadvantage.

A smooth transition to the College will be facilitated by prior liaison with the previous school and the LEA responsible for the pupil's EHCP. On entry, as with all pupils with identified learning difficulties, House and teaching staff have confidential access to information on the implications and recommendations related to the pupil's disability. Individual support lessons in SSSD with a qualified teacher will be available where required. An Individual Teaching Plan (ITP) may be written by the Specialist SEN Lead for Admission and Transition and Head of SSSD in conjunction with the pupil and provided to parents/carers. All teaching staff will have regard to the Learning Plan which provides individual targets for the support provision including those that are transferable to learning in subject classes where the pupil must have an equal opportunity to enjoy learning and progress to achieve their academic potential.

The College will meet any personal requirements such as health or dietary needs through a care plan written and implemented by the House staff. The roles of Housemaster/mistress, tutor and matron will promote the well-being and health of individual pupils in their care, in consultation with staff of the medical centre, if appropriate. Pupils are actively encouraged to make their needs known and to express any concerns on diet, health or other matters to staff so that they may be addressed quickly. Issues related to disability may be addressed in Wellbeing classes and the College is rigorous in its anti-bullying policy. Tutorial sessions assist all pupils in understanding what the College expects in respect and care for all members of the community and how to stay safe.

The College encourages all pupils to make a positive contribution and a wide range of extracurricular activities take account of individual interests. Pupils will be actively supported in the pursuit of their interests, irrespective of disability, and a pupil will be facilitated in activities both internal and external to the College, for example sport, music, public speaking and drama. Internal reviews of the provision, care plan, academic progress, transition plan and contribution of a pupil with an EHCP are held annually attended by the Second master, Housemaster/mis tress, tutor and matron, the Head of SSSD (the individual SSSD teacher if applicable), and include the pupil to revise individual targets. Parents/carers are informed in advance of these meetings and asked if they wish to contribute any written comments.

Bradfield Horizons will meet with the pupil and attend the annual review, to which pupil, parents and a LEA representative are invited.

Minutes of all reviews are sent to the parents/carers and a report of the annual review is forwarded to the LEA with recommendations for the subsequent educational provision and welfare.

Access arrangements for public examinations, an educational assessment or engagement of external agencies such as speech therapists can be arranged by the Head of SSSD in consultation with parents/carers. Advice on the Disabled Students Allowance and application to higher education institutions is also available from Bradfield Horizons and SSSD. The College strives to assist pupils to prepare for life after GCSE and Sixth Form so that they may be confident and achieve independent economic well-being.