



SPECIAL EDUCATIONAL NEEDS,  
DISABILITY AND ACCESSIBILITY INFORMATION  
(SENDA)

THIS DOCUMENT APPLIES TO ALL THREE SCHOOLS, INCLUDING EYFS

ISI Code:	17a Equal Opportunities (policy for equality of opportunity, including adjustments for accessibility)
Policy Author:	Mrs Hannah Clarke, Head of Learning Development
Date Reviewed by Author:	January 2018
Next Review Date:	August 2018
Date approved by Governing Body:	January 2018
Next Review by Governing Body:	August 2018

Contents	Page
Legislative Context .....	3
Glossary of Terms used .....	4
1. Admissions .....	5
2. Learning Development and SEND Provision .....	6
3. Identification and Assessment of SEND .....	9
4. English as an Additional Language (EAL) .....	14
5. Curriculum .....	14
6. Entrance Exam Access Arrangements for Candidates with SENDs .....	15
7. External Exams at RGS Senior School .....	17
8. Social and Emotional well-being .....	18
9. Effectiveness of SEN provision .....	18
10. Staff qualifications and training in SEND .....	19
11. Involvement of Parents .....	20
12. Involvement of Pupils .....	20
13. Complaints Procedure .....	20
14. Local offer .....	20
15. Accessibility .....	21
16. Governors .....	21

## Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

The information in this document is updated annually and any changes occurring during the year are updated as soon as possible.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

### Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “A child or young person has SEND 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 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 post 16 institutions.

In the four broad areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. It can also include dyslexia, dysgraphia, dyspraxia, underlying language difficulty and autism if significant enough. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)3

This document should be read in conjunction with the following school policies;

- Graduated Response
- School Information Report
- Learning Development Contract for Lessons
- Safeguarding

- Behaviour
- Anti-bullying
- Complaints Procedure
- Trips
- Disability
- Disability and Access Plan
- Admissions Policy
- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Curriculum Policy

## **Glossary of Terms Used**

- Education Health and Care Plan (EHCP)  
*A legal document which accompanies some higher need students with SEND.*
- HOD, HOY, HOS  
*Head of Department/Year/Section*
- Graduated Response  
*A term to describe increasing help and support for a child with learning needs. (see Waves of Intervention)*
- Learning Development Co-Ordinator  
*The term used by the RGS Schools to describe Special Educational Needs and Disabilities department lead in the Seniors and Preps. This term is used interchangeably with SENDCo (Special Educational Needs and Disabilities Co-Ordinator)*
- Pastoral  
*The aspects of the School which relate specifically to the social and emotional well-being of a child*
- Quality First Teaching  
*The legal term to describe inclusive teaching practice which allows children, regardless of needs, to succeed in the classroom.*
- SENDCo  
*Special Educational Needs Co-Ordinator – the person employed to advocate for a child with SEND in terms of staff training and student support (see Learning Development Co-Ordinator)*
- Screening  
*A series of short assessments to determine whether the person has some specific difficulties in relation to their age.*
- SpLD  
*Specific Learning Difficulty – a difficulty that is not in relation to a perceived child's overall ability profile*
- Waves of Intervention  
*A term to describe increasing help and support for a child with learning needs. (see Graduated Response)*

## 1. Admissions

This policy explains how RGSW<sup>1</sup> makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice (0-25) 2014, Equality Act 2010).

RGS Springfield and RGS The Grange are co-educational, preparatory schools for children aged 2-11. They are non-selective within early years and the Worcestershire Education Authority guidance for the 'Graduated Response' in an Early Years setting is followed and applied. Whilst there is no automatic transfer between key stages, the School does not discriminate on the grounds of children having special educational needs but it does work with parents to consider its duty of care and professional responsibility when offering places into the next phase of the School, given the increasingly challenging and fast-paced curriculum. From Year One upwards a graduated selection process is introduced. For younger children this involves teacher assessment and screening by the Learning Development Co-ordinator, progressing towards more formal assessment in maths, English and verbal reasoning. RGS Senior School is a selective, co-educational school for children aged 11-18 years.

In admitting pupils we aim to:-

- admit, and maintain, a balance of boys and girls
- admit children regardless of age; disability; race; religion or belief; gender; sexual orientation
- give priority to siblings of children who are pupils of the school.
- do our best to ensure they will succeed and thrive within the selective and academically rigorous environment

RGSW pledges to provide its pupils with 'the best preparation for life'. In the light of this, admission to RGSW depends upon a prospective pupil having a cognitive profile (as measured by their verbal reasoning ability) which is at least high average, and to have the ability to thrive within the environment it fosters. The School must also feel confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

The School's policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments (and to use best endeavours) not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of disability.

The School asks parents to provide information concerning any disability or special needs prior to accepting a place. This may include a EHCP (Education, Health and Care Plan). Providing the School with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.

In assessing any pupil or prospective pupil, the School may request such advice and require such assessments as it regards appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

Parents of disabled children are also offered the opportunity to discuss their child's needs with the Head Teacher and Head of Learning Development/SENDSCO or at RGS The Grange and RGS Springfield: the Learning Development Co-ordinator.

---

<sup>1</sup> RGSW includes RGS Senior School, RGS The Grange, RGS Springfield  
/Users/jdg/Documents/2. RGS POLICY DOCUMENTS 2017-18/8. ACCESS/SENDA Policy (January 2018).docx

Arrangements can also be made for discussions between the Head and class teacher<sup>2</sup> or form tutor/HoY/HoS<sup>3</sup> and the parents, prior to entry, in order to establish clear procedures. In addition, arrangements can be made for discussion with the School prior to entry, in order to ensure that the school has the correct medical supplies and any necessary training.

Responsibility for SEND Provision at RGSW:

The Head of Learning Development is Mrs Hannah Clarke. Mrs Clarke is a qualified SENDCO and dyslexia specialist. She is based at the Senior school but works alongside Mrs Dix to monitor and evaluate inclusive provision across all three schools.

Mrs Michelle Dix is the Learning Development Co-ordinator for RGS Springfield and RGS The Grange. She is based at both prep schools, and leads on ensuring students in both prep schools, from nursery to Year 6, have appropriate support to be able to succeed and thrive.

Other staff involved with monitoring and evaluating SEND provision and support are:

RGS Springfield:

Mrs Laura Brown (Headmistress) and Ms Di Bennett (Early Years SEND provision)

RGS The Grange:

Mr Gareth Hughes (Headmaster) and Mrs Sarah Atkinson (Early Years SEND provision)

RGS Senior:

Mrs Ceri Smee (Deputy Head) and Mr John Pitt (Headmaster)

## **2. Learning Development and Special Educational Needs and Disabilities Provision**

Aims:

We believe:

- that the support and advancement of learning is fundamental and at RGS we use our best endeavours to meet this aim;
- that all pupils, including those pupils identified as having a specific learning difficulty, should be empowered to become independent thinkers and learners and be able to fulfil their potential;
- that each pupil is an individual and has individual strengths and weaknesses, and we make every effort to ensure there is early identification of any special educational needs or disabilities;
- in the need to be proactive in our approach to learning, to minimise the need for extended support, and to sustain pupils' self-esteem;
- that any necessary support is tailored for the individual.

We propose to achieve this by:

EYFS:

- the identification of pupils with areas of difficulty through initial screening on arrival,
- two year old progress check, and standardised tests to evaluate a child's strengths and difficulties in relation to their age;
- involvement of the Early Years Area SENDCO, where appropriate, following a graduated response.
- possible dual placements to support specific areas of need and possible involvement with outside professional agencies

---

<sup>2</sup> RGS The Grange, RGS Springfield

<sup>3</sup> RGS Senior School

## Preps & Seniors:

- within class, Form Tutors/ Class Teachers/ Subject Teachers may notice a discrepancy between a pupil's ability and attainment which gives cause for concern and should, after consultation with parents and Head of Department/Section, refer the pupil concerned to the Head of Learning Development or Learning Development Coordinator for further investigation
- monitoring progress throughout the school and identification of any pupil underachievement through internal assessment systems and termly progress reviews with middle and senior leaders within the school responsible for student progress.
- ensuring that pupils who move through transition stages do so smoothly through sharing of information and liaison with key staff, parents or guardians
- further investigation of the strengths and weaknesses of those pupils identified as having areas of difficulty through observation, testing and assessment and regular liaison with the Learning Development Co-ordinator
- devising effective classroom strategies for the current needs of those pupils identified as having areas of difficulty and training staff.
- compilation of an individual pupil profile, regularly updated annually and available to teachers and Teaching Assistants on the school's information management system, iSAMS, or shared area. The prep schools have learning passports for children, identified as having more specialist classroom needs and these are shared with parents and reviewed each term.
- compilation of a Provision Map to advise teachers of suitable strategies for pupils within a year group identified as having special educational needs.

## Ensuring that teachers are fully advised as to:

- pupils who have been identified as having an area(s) of difficulty or who may be underachieving and are in need of additional help which is additional to or different from that which is standard within the classroom;
- any pupils with a diagnosed specific learning difficulty, or any existing condition/circumstance which may impact upon their learning, through a Learning Development list on iSAMS, regularly and frequently updated;
- pupils who are receiving individual or small group tuition or involved with external agencies;
- pupils who need special examination arrangements;
- the need for pupils to undergo further assessment and testing or referral to other professional practitioners;
- government legislation eg the Code of Practice (2014) and the Equality Act (2010); and other directives which impact on teaching and learning of pupils with learning difficulties and examination concessions;
- contemporary research regarding meta-cognition and learning techniques for additional needs pupils;
- good practice, and a range of ideas and strategies which can be employed within the classroom, through the development of a learning development intranet site and provision maps, targeted training (individual and group) and whole school INSETs, as well as regular observations and advice within the classroom.

Our aims are to provide the support that each student needs in order to progress well, in a graduated approach according to the level of need. For more specific information about our graduated response for each area of need and in each Key Stage, please ask to see our Graduated Response document which is not published externally due to its fluid nature and the length of the document itself, but it is available to see upon request.

Our graduated response is broadly, as follows:

Quality First Teaching: including Wave One interventions led by the class teacher (included in the school fees)	Short-term group interventions: Wave Two interventions led by a member of the LD team or under the direction of the LD Co-Ordinator. (minimal additional cost to school fees)	External specialist individualised provision: Wave Three intervention led by a school-based LD tutor or visiting professional (varied fees apply)
---	---	---

Any additional fees or costs will always be discussed and agreed with parents prior to interventions beginning.

#### Additional Tuition (Waves Two & Three)

- At RGSW the sessions can operate on a rotational timetable basis to minimize adverse impact upon classwork, or utilise 'free' time. Sessions may be weekly on a regular or flexible basis. Sessions will be arranged by the prep or senior school Learning Development Coordinator who will work with class/subject teachers to arrange a timetable and notify parents and pupils about their lessons for the term. For some pupils a more flexible as-needed approach is taken, with students encouraged to make their own arrangements with the department.
- For some pupils, short term support will be sufficient: whilst for others support will be ongoing and reflect the pupils' changing needs. 'Exit criteria' will be determined by the Learning Development Co-ordinator in the school, in consultation with parents, pupil and teachers, and will take into consideration not only the pupil's progress but also their self-esteem.
- At the Prep Schools, lessons focus heavily on mastery of basic literacy and numeracy. In the Senior School, the main focus of individual lessons in the lower school will be on improving aspects of basic skills: literacy, numeracy, memory, cognitive skills. For older pupils the focus may be on specific subject support, study skills, revision skills and examination strategies, or cross-curricular skills of analysis, planning organisation, etc. To encourage the transfer of skills and make the sessions relevant to the pupil, the content of the sessions will be closely linked with classwork, wherever possible.
- Regular testing of reading and spelling and any other areas of identified weakness will help monitor and measure progress. However, should a full educational assessment and written report be required, the cost of this is borne by the parents. Full formal assessments can be arranged through the department with our own Specialist Teacher Assessors- or, alternatively, names of external assessors can be provided.
- Individual teaching in LD involves 'Blended learning': a combination of traditional methods and Digital Media; a range of appropriate multi-sensory approaches; accelerated learning techniques and methods based on brain-based learning wherever possible, personalised to each individual's particular needs and strengths. The department is well-resourced and has a wide range of appropriate learning materials and aids to ensure that 1:1 experience is always stimulating; never threatening.
- Each pupil's session will be briefly outlined and evaluated on a record of progress in collaboration with the pupil in accordance with the new COP (2014) in a cycle of assessment, planning, doing and review.
- In order to effectively address how the school can meet their child's needs, parents will be involved, consulted in devising intervention strategies and programmes and kept fully informed as to progress on a regular and frequent basis.
- The cost of individual tuition will be reviewed each year in consultation with the Director of Finance and Operations and the Senior Leadership Team. The cost to parents is usually per term or for pupils who have occasional or ad hoc lessons the charge is per session and

billed termly. Parents will not be charged for absences through illness or other legitimate reason, but wherever possible, alternative sessions should be re-scheduled otherwise a charge will be made. Further explanation of this is found in our Learning Development contract for lessons, which is signed prior to starting lessons.

Outcomes:

- Pupils are confident, self-motivated, independent thinkers and self-managed learners who can overcome problems to achieve success and realise their potential.
- Parents are assured that the school offers clear, well-informed advice and delivers appropriate provision for their child.
- Staff have a greater knowledge and awareness of pupils' particular strengths and weaknesses, and are better able to cater for their changing needs, therefore teaching is more effective

### **3. Identification and Assessment of SEND**

Initial Assessment and Referral

Identification is through:

- baseline assessment
- screening tests
- tracking and monitoring of performance throughout school life using:
  - School assessment systems including examination performance and scrutiny of data
  - Individual Profiles on the school computer system
  - termly progress reviews
  - referrals from teachers, parents or pupils' self-referrals.

At parents' request the LD department can carry out or recommend external practitioners who can carry out a full educational assessment with a detailed report at a separate cost. In line with the recommendations of the Joint Council of Qualifications the school reserves its right not to accept an external educational report by someone unknown to the school, or without the proper qualifications or a practising certificate. However, in such a case the school will carry out its own diagnostic testing to investigate the presence of any condition which may impede academic progress or refer on to practitioners who have an established relationship with the school.

Although the new Code of Practice includes significant and substantial mental health issues as SEND, at RGS this will continue to be identified, recorded and dealt with by RGS pastoral teams. However, the Head of Learning Development, Assistant Head (Pastoral) and Heads of Year consult regularly to help prevent such a condition impacting significantly upon academic progress. In the prep schools the Learning Development Co-ordinator works in conjunction with the Pastoral lead and together SEMH (Social, Educational and Mental Health) support is planned. In some cases the Learning Development team offer social skills intervention groups for those children with higher levels of social need, as part of our Wave Two provision.

#### Monitoring and Evaluation of Teaching and Learning within the department and the effectiveness of the Learning Development department

The nature of the work we do in the department is difficult to measure in a quantifiable way because of the wide range and nature of difficulties and the individual rate of progress. However, we can monitor our success and efficiency by adhering to the following in a cycle of ASSESS-PLAN-DO-REVIEW:

For pupils attending sessions:

In the short term:

- through the maintenance of accurate and up to date records
- setting SMART targets

- evaluating progress
- monitoring pupil attendance
- assessing pupils' attitude
- evaluating feedback from subject teachers/parents/pupils
- observation of LD pupils in the classroom

In the medium term:

- assessing whether SMART targets have been achieved
- through data analysis of pupil achievement e.g. progress in reading and spelling scores over time
- comparing performance in Learning Development with grades/reports/exam. results
- Check pupils work books for transference of skills.

In the long term:

- assessing whether aims have been achieved
- comparing screening results with Entrance Examination Results, MIDYIS, YELLIS and eventual GCSE performance
- assessing the numbers of SpLD students who carry on their education
- increased awareness, knowledge & understanding of whole staff in relation to SpLD
- analysis of Inspection Reports

Annually during the summer term:

- Evaluate the year's progress within sessions (through individual lesson plan evaluations and testing) and, after consultation with subject teachers, scrutiny of data, grades, reports, make recommendations to parents for next course of action (i.e. continue/discontinue sessions, recommend extra time for examinations, assessment, optometrist, doctor etc.)
- Track progress across curriculum through subject reports and examination results using iSAMS and liaison with Class Teacher, Subject Teacher and Head of Year. Review and amend provision map accordingly. Recommend cessation of individual sessions if appropriate but continue to monitor.
- Check with Class Teachers, Heads of Department or LD links that teachers are using information from LD via iSAMS and provision maps properly to personalise learning or differentiate lessons.
- Questionnaire/discussion with students about value of individual tuition and provision in classroom.
- Checking effective classroom practice by subject teachers through liaison with HOFs, HODs and LD links.
- Review development plan and determine if overall targets have been achieved.

Monitoring of SEND pupils who do not attend Learning Development:

- Monitoring grades using iSAMS.
- Overlooking reports on iSAMS and through regular liaison with Heads of Year.
- Monitoring performance in examinations through discussions with invigilators & subject teachers.
- Checking effective classroom practice by subject teachers through liaison with HODs, LD links and observation i.e. checking that advice via provision map is effective, if necessary.

## Screening

The Prep School Learning Development Co-Ordinator works closely with the SEND leads at EYFS to ensure that children in Nursery, Pre-School and Reception are closely monitored and supported, as part of our commitment to the assess-plan-do-review cycle. In the Prep Schools pupils are screened in consultation with parents or as a result of school assessment tests and class teacher observations.

On entry to the Senior School, the Year Seven cohort and all new pupils, are screened within the first weeks of Michaelmas term. Tests are to evaluate a child's learning needs (spelling, reading, speed of working and memory), which enable us to ensure they have the right support to succeed. The Head of Learning Development shares the results to teachers and any necessary intervention or further action discussed with Head of Year before implementation.

Pupils who enter school with a previously diagnosed learning difficulty, or have been awarded special consideration for examinations at their previous school, are asked to forward a copy of their assessment or any pertinent documentation to the Head of Learning Development (SENDCO). (There is a statement to this effect on the application form). Pupils who enter school at a later stage will be screened by Learning Development within the first few weeks of entry. Records of screening tests are kept for comparison and analysis.

Once a pupil has been identified as having need of learning development (i.e. requires additional or different work to those of his/her peers), this information is added to iSAMS and shared with staff, together with:

- details of the nature of the difficulty
- whether there is a valid formal assessment with the date it was compiled and the name of the assessor
- and whether the pupil is eligible (or considered eligible) for special examination consideration.

This list is reviewed and updated frequently. All teaching staff are appraised of those pupils on the list via the school's computer data system.

Once a pupil has been identified, parents will be consulted and following discussion a plan of action will be agreed with parents, and the pupil, as to what support the school puts in place and the outcomes expected. At the Prep Schools, pupils who have significant difficulties and are also involved with outside practitioners will have an Individual Learning Passport and progress will be reviewed termly by the Learning Development Co-Ordinator. At the Seniors, progress and accessibility is monitored and improved through discussion and advice/guidance for parents and subject teachers, as well as the student themselves.

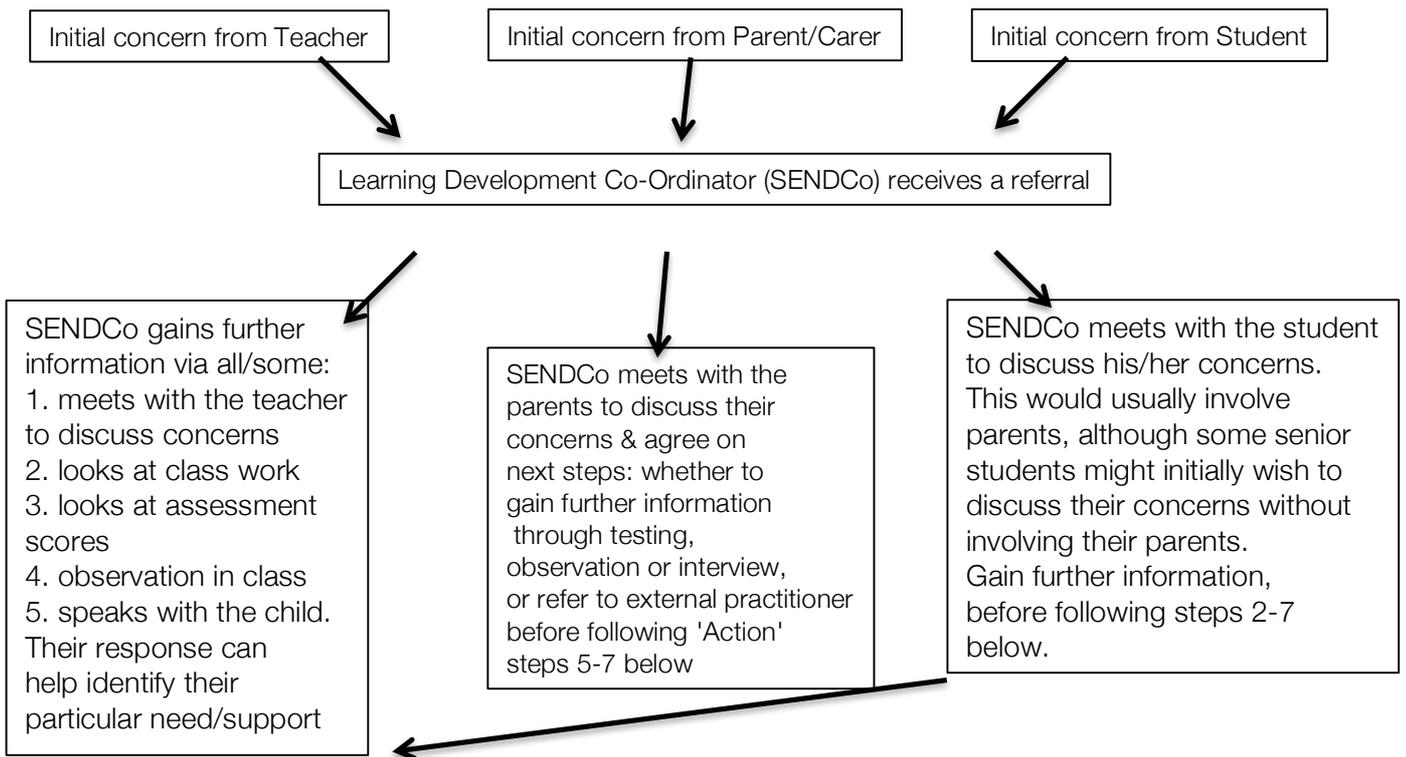
All teachers who recognise a student is having difficulty will discuss this with the form teacher and their school Learning Development Co-ordinator and communicate their concerns to parents.

A parent/carer who is concerned about their child's progress will speak to the Form Teacher/Class Teacher or the Head of Section, who will refer the concern to the School Learning Development Co-ordinator. Parents of any child at any of the three schools may also speak directly to the Head of Learning Development or their School Learning Development Co-Ordinator to discuss their child's needs.

At RGSW students are encouraged to discuss with staff, any difficulties they might be experiencing. Their concerns are shared with Form Teachers, Head of Section and the Head of Learning Development/SENDCo.

Internal tests used to assess pupils: BPVS (receptive vocabulary), Language Link, NNAT (nonverbal reasoning), WIAT-II<sup>uk</sup>-T (single word reading, reading comprehension and spelling), DRA (reading accuracy, rate, fluency and comprehension), CTOPP and CTOPP2 (phonological skills), WRIT (wide range ability tests for visual perception, vocabulary knowledge and understanding)), WRAT (wide range ability tests for reading, spelling, comprehension and numeracy), AWMA (automated test of working memory), dyslexia screening and Maths Competency, TOMAL-2 (Test of memory and Learning) and DASH (Detailed Assessment of Speed of Handwriting) and GL Assessment .

## Responding to referrals



### Action:

1. Initially the Learning Development Co-ordinator might just advise members of staff on strategies to employ and monitors progress.
2. Meet with parents. This might be after a period of monitoring.
3. Arrange screening assessment written report
4. If appropriate, arrange further testing or a diagnostic assessment (with parental permission. Cost incurred). This could be in-house or with an external assessor recommended by the school: e.g. educational psychologist, specialist teacher, speech and language therapist or occupational therapist or behavioural optometrist.
5. Based upon the assessment(s), recommendations for learning support lessons, which will begin if parents agree. The current fee structure is available in the 'fees' section of the website or from the Bursary.
6. The learning development team, under the direction of the Head of Learning Development/SENDCo, will support teaching staff in providing for the needs of the pupil in class.
7. Alerts, pertinent information and provision maps are made available to all staff on iSAMS.

#### 4. English as an additional language (EAL)

At RGS The Grange and RGS Springfield needs are typically met within the classroom and with the help of Teaching Assistants. Children's cultures are celebrated. Extra support can be given through language groups and individually if a need is perceived. At RGSW students who require EAL tuition are usually identified on application and referred to the Learning Development department for assessment. All students admitted to the school requiring EAL support will be assessed in terms of how much assistance they require, but typically this is likely to be 1-2.5 hours per week specialist teaching in addition to the normal curriculum. The students will be offered the opportunity to achieve Cambridge University English Proficiency Certificates.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

The School recognises that difficulties related solely to limitations in EAL are not SEND. As such, we have a separate EAL Policy that works alongside our SENDA Policy.

#### 5. Curriculum

All teachers are teachers of children with special educational needs and disabilities. All teachers are expected to provide a personalised approach to teaching their students, through checking information shared with them by the Learning Development team, monitoring progress and achievement and implementing Wave One interventions within their classroom teaching, as part of our School commitment to Quality First Teaching.

Class and subject teachers, make regular assessments of progress for all pupils which enables identification of underlying issues. Pupils making less than expected progress given their age and individual circumstances may indicate a learning need. In both Prep and Senior Schools, a number of formative and summative assessment tools, as well as cognitive testing, provide useful information, when considering learning difficulties and rate of progress.

Progress can be characterised by that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- fails to match perceived ability with attainment.
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

All teachers at RGSW should:

- Ensure that they have up-to-date knowledge about the implications of the SEND of the pupils on the SEND Register and make their best endeavours to meet the pupils' needs in their classroom teaching. iSAMS is checked regularly for updates from the LD Department and/or Pastoral Team.
- Discreetly, but positively, reinforce the learning of pupils on the SEND register in the classroom, whilst having high expectations of all pupils.

Appropriate action will be taken to ensure that lessons are organised in ways which offer the best possible opportunities for full participation by SEND pupils. Dyslexia friendly practices are in evidence and the use of assistive technology is encouraged and is being developed. The Digital Learning Programme is particularly beneficial to pupils with learning difficulties.

In exceptional circumstances, after consultation with parents, subject teachers and the Assistant Head (Academic), a pupil may be permitted to follow a slightly reduced curriculum by discontinuing one of their subjects. In such cases, the pupil may undertake supervised study in place of the subject which has been discontinued, or attend classes for supplementary skills support.

Prospective SEND pupils and their parents may discuss their specific requirements in advance with the Learning Development Co-ordinator, the Heads of the Prep Schools, Heads of Year and Heads of Section, and Class Teacher to ensure that learning support and other needs are identified and made known to relevant staff.

#### Temporary or long-term disabilities sustained whilst a student at RGS:

The School recognises that not all children with medical conditions will have a disability and not all will have special educational needs.

Children with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. Children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences.

In supporting children with medical conditions, the School establishes relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils.

All appropriate steps will be taken to ensure that a pupil who becomes disabled during his/her time at RGSW has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career. In the case of a temporary injury (such as a broken limb), a pupil can be accommodated in Whiteladies with our School Nurse and work will be brought to them. Much of our site is wheelchair friendly and where is it safe to do so, students will be supported to access a lesson with their peers.

In all cases, where a child has a disability (temporary- or long-term) which affects their speed, safety or well-being during an emergency evacuation procedure, a Personal Emergency Evacuation Plan is drawn up by the Head of Year or Learning Development Co-Ordinator in collaboration with the Estates Manager.

## **6. Entrance Examinations Access Arrangements for prospective students with SENDs**

### Entrance Examinations at RGS Prep Schools

In our Nursery and Pre-Prep children are informally assessed by teaching staff to determine entry. More formal entry testing occurs for pupils entering Year Three or above. Parents are asked to ensure that they have clearly communicated the nature of any difficulty with the school before the tests. Access arrangements such as extra time or coloured paper, or any other adjustments will be facilitated provided clear evidence of need has been received (e.g. A diagnostic report.)

### Entrance Examinations at RGS Senior School

A Disability Needs Assessment Form is treated as confidential if the applicant or parents require it, giving the school details of the nature and effect of any disability so as to enable it to consider any

adjustments it might need to make. Access arrangements such as extra time or coloured paper will be facilitated provided provided clear evidence of need has been received (e.g. A diagnostic report.)

### 11+, 12+ and 13+ Examinations Marking Policy for Candidates with recognised SEND

English: English scripts of such candidates of whom the school has been notified in advance are directed to the Head of English for marking. English scripts of candidates who appear to be dyslexic or have associated conditions when being marked may be redirected to the Learning Development Department for further assessment.

### Mathematics and Verbal Reasoning

The scripts of candidates who are known to have dyslexia are checked, as are those of candidates who are suspected of being so when the English examination is marked. The reports on the candidates from previous schools are an important part of the assessment process and any information provided about a candidate's disability is taken into account.

### Physical and Health Impairment

An examination room with only a small number of candidates may be provided for those candidates with any physical disability or ailment, and for those with allergies that might lead to a serious condition such as anaphylactic shock. It could also available for candidates who arrive with conditions that require such facilities and of whom the school was previously unaware.

### Particular Physical Disabilities:

#### Partially Sighted Candidates:

Large Print Examinations papers can be provided. (It is important that the School is advised in advance of the examination so that papers can be prepared ahead of time). We can also provide coloured overlays if required.

#### Candidates with Hearing Impairments:

Cochlear Implants: The staff and prefect who will invigilate the examinations and look after the candidates undertake training in the use of the radio-microphone involved.

Signing and Lip Reading: A member of staff would need to be specially trained or a specialist might need to be brought in for the day.

Partial Hearing Impairment: These candidates will be seated in the front of the room and staff will ensure that the candidates fully understand the various instructions.

#### Limited Mobility:

Candidates in wheelchairs or unable to climb stairs: It is essential that the School be informed of such candidates prior to the Examinations. All such candidates will be assigned a prefect to look after them throughout the day.

### Arrangements on the day of the Entrance Examination

Access to the School Site: Entrance to the School Site will be via the Little London vehicular gate, the main entrance near to Britannia House or via the vehicular entrance in Tennis Walk. Special arrangements may be made for parking in the playground.

Access to School Buildings: A special examination room will be set aside on the ground floor of Clock Block, or the Alice Ottley (AO) building with movable ramps enabling wheelchair access.

Registration: This will take place either in the Ground Floor foyer of Whiteladies, in the foyer of Clock Block, or in the AO building.

Examinations: Candidates will sit all examination papers in the same room in Clock Block.  
Lavatories: The candidates will have access to the lavatory facilities on the ground floor of Gordon House, Whiteladies and AO building.

Refreshments: Refreshments will be brought to candidates in Clock Block or AO building.

Interview: Interviews may be arranged in a room adjacent to the examination room depending on individual needs.

End of Day: Parents may be advised, when registering their child on the day, to collect him/her from Clock Block, Whiteladies Reception or AO building

## **7. External Examinations at RGS Senior School**

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks.

An assessment for access arrangements will be offered to children in Year Nine, who are known to the Learning Development department, at an additional cost to the school fees. These tests are carried out by a specialist assessor authorised by the School. A range of assessment scores are collected, which contribute to confirming the School's judgements, and which enable us to make an application of our recommendations to the Joint Council for Qualifications (JCQ). It is the JCQ who make the final decision as to whether they will allow the candidate to use a particular access arrangement.

How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

The Head of Learning Development/SENDCo gathers a range of evidence:

- knowledge of whether the pupil has substantial and long-term difficulties/disabilities, through a history of need.
- teacher assessments, class tests and examinations, class work, the pupil's 'normal way of working'.
- diagnostic assessments e.g. educational psychologists' reports or medical reports. These must fulfil the demands specified in the 'Adjustments for candidates with disabilities and learning disabilities' produced annually by the Joint Council for Qualifications (JCQ)
- school-based cognitive assessments, carried out by a Level 7 specialist assessor, which evidence a difficulty

In accordance with the School's Examinations Policy, access arrangement requirements must be submitted to the examinations office, by the February before the Summer examination session.

## 8. Social and Emotional Well-being

For this section cross reference is required to the following school policies: Medical and First Aid, Behaviour, Safeguarding, Trips, Anti-bullying

RGSW aims to provide a fully inclusive education both in terms of the academic curriculum available to all pupils, and the program of co-curricular activities. All pupils are expected and encouraged to participate fully in the School's co-curricular program.

Fully qualified nurses are on site at RGS Senior School; they are based in Whiteladies. A qualified school counsellor is on site on a part-time basis and students can self-refer, or can be referred by the Assistant Head Pastoral.

Pastoral prefects are assigned to all Year Seven classes to assist with transition.

The social and emotional implications associated with SEND are handled sensitively by the School. We recognize that children may be self-conscious about their condition, some may be vulnerable to bullying or develop emotional disorders such as anxiety or depression around their SEND needs. A number of strategies are employed to support these social and emotional needs: including education for all pupils about disability issues.

## 9. Effectiveness of SEN provision

Together, the Head of Learning Development and Learning Development Co-ordinator at the Prep Schools have responsibility for assessment and tracking, which enables them to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling every child to achieve well.

Students who receive learning support tuition have an intervention plan which is reviewed termly. Their reading and spelling ability is assessed regularly. Every student is involved in setting and reviewing their individual targets. Parents are kept informed via direct communication, through parents' evenings and School Reports.

The Head of Learning Development/SENDCo is responsible for monitoring the quality of learning support lessons. This is assessed through the performance management review system.

The School uses its best endeavours to evaluate the success of its provision, including: Consultation with Heads of Department, subject teachers, tutors and Head of Year and Head of Section regarding the outcomes and recommendations of Learning Development, through grades, observations, individual assessments and examination results.

Consultation with and involvement of parents and pupils.

In evaluating the success of provision, the Learning Development department is able to refer to the following:

- Student voice
- The numbers and patterns of pupils referred to Learning Development
- The range of needs addressed and the range of support put in place
- The involvement of teachers and outside agencies
- The notes on iSAMS recorded over time about a student
- Progress made on Learning Development targets agreed with the pupil
- Progress made with support compared to cognitive ability scores and screening test
- The effectiveness of INSET delivered and of lesson observations and feedback
- Records of meeting
- Records of any complaints and how these were resolved
- Records of exam reviews with pupils

- Comparison of exam results before and after Learning Development interventions
- Analysis of GCSE and A' Level results of pupils who have received support
- The effectiveness of provision maps and any need for further support (see previous sections)

Given that teaching is a matter for the whole School, it is not always possible to measure pupils' progress in Learning Development in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the department is able to evaluate its success.

## 10. Staff Qualifications and Training in SEND

Head of Learning Development & SENDCo: **Mrs. Hannah Clarke**, hlc@rgsw.org.uk

Qualifications:

BA (Hons) History & Italian, Birmingham University

PGCE (secondary History), Bath University

Post Graduate Diploma (Education) – specialising in intelligences and learning styles, Bath University

Post Graduate Certificate (Inclusion), Bath Spa University

National Award for SEND Co-Ordination, Bath Spa University

Post Graduate Diploma (SpLD – dyslexia), Bath Spa University

Accredited Member of the British Dyslexia Association (AMBDA)

Current Advisory Member of the National Association of Special Educational Needs (nasen)

Learning Development Co-ordinator at RGS Preps: **Mrs Michelle Dix**, mld@rgsw.org.uk

Qualifications:

BEd (Hons) Primary Education

Aspiring SENDCo Award 2008

SENDCo from 2007 to present day in three local primary Worcestershire Schools.

CCET - 'Certificate of Competence in Educational Testing', registered with British Psychology Association.

Individual Tutor: **Mrs Teresa Jones**

Qualifications:

PGCE (Primary Education)

Level 4 Hornsby Course in Dyslexia & Literacy

Level 5 OCR Teaching Learners with Dyslexia/SPLD

Level 5 Developing Mathematical Skills in Learners with Dyslexia

Level 7 OCR Teaching & Assessing Learners with Dyslexia/SPLD

Accredited Member of the British Dyslexia Association (AMBDA)

There are opportunities to receive further CPD when appropriate courses are identified.

The Learning Development Co-Ordinators are actively involved in providing regular advice, support or training for all teaching staff, in relation to SEND issues. During the September INSET, as well as throughout the year, the SENDCO provides staff with information on children with SEND, and how they should provide for their needs

Members of the Learning Development Department provide training for teachers as follows:

- Induction of new colleagues
- Observing teaching and learning on a scheduled basis, and providing feedback to individuals and departments and faculties involved
- Advising teachers on the specific difficulties of pupils, their profiles of strengths and weaknesses and teaching strategies to support them in the classroom
- Providing 'twilight' INSET sessions for new teachers if required
- Providing whole School INSET
- Providing individual training as needed.
- Enabling the sharing of good practice through LD links (each subject has a nominated person who meets half termly with the head of learning Development)

In addition, members of the Learning Development Department attend specialist courses as appropriate to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These include but are not limited to:

- Attending monthly on-line webinars
- Attending courses to update information regarding exam access arrangements
- Attending the annual ISC SEN Conference
- Attending other courses as relevant
- Attending Monmouth group SENDCO meetings to share and exchange good practice in independent schools.

## **11. Involvement of Parents**

Parents are closely consulted regarding their child's needs at all stages. They are kept fully informed of concerns, recommendations and outcomes by email, telephone consultations and meetings.

From February 2018, a working party of parents will meet termly to review SEND provision in the three Schools from a parent perspective, considering policies and procedures. If you are interested in joining this, please contact Mrs Clarke at [hlc@rgsw.org.uk](mailto:hlc@rgsw.org.uk)

## **12. Involvement of Pupils**

RGSW has high expectations of all pupils and encourages pupils to take responsibility for their learning. Pupils are involved in identifying areas for support and in agreeing targets for Learning Development.

The Learning Development department monitors the progress and inclusion of pupils with a recognised learning need by inviting them to share and evaluate their learning experiences via termly student voice questionnaires as well as annual whole school data analysis of inclusion rates across the school.

## **13. Complaints Procedure**

The first point of contact if a parent wishes to discuss concerns should be the class/form teacher or the Head of Learning Development/SENDCO. All concerns will be investigated, and the outcome reported back to parents within the agreed timeframe. Formal complaints can be made in accordance with the Complaints Policy, a copy of which can be found on the website. The School will aim to resolve most complaints informally and by mutual agreement. Parents are referred to the School's Complaints Procedure where it has not been possible to resolve complaints informally.

## **14. Local offer**

As an independent school, RGSW does not have access to the services in the 'local offer' except for EYFS, where local authority guidelines are followed. The Learning Development department is however able to advise parents seeking specialised assessment for their child, such as educational psychologists or medical assessments and urges them to look on the local authority website for relevant information about local SEND charities and provision. More can be found here:

<https://worcestershirelocaloffer.org.uk/#/directory>

## **15. Accessibility**

See in addition the school's Disability policy and Disability and Access Plan for each school site

School Environment

The nature of the buildings at RGSW is such that access will always be limited. Many of our buildings are listed and therefore improving accessibility is very difficult or impossible. As far as we are able, we will always support a pupil to access our site, however, it is likely that pupils with impaired mobility would be disadvantaged by these arrangements. Ramps are available to be installed if a staff member or pupil with mobility problems joins the school. This includes temporary mobility problems. In both Prep and Senior Schools, lessons are based in various rooms. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts. These may be remedied by giving consideration to making reasonable adjustments to the location of lessons.

#### Assistive Technology

The use of assistive technology is encouraged and is being developed through our Digital Learning Programme. Pupils at RGS Schools use iPads in lessons and many pupils use a lap top as their normal mode of working. The School has a Digital Leaders programme which encourages both students and staff to explore the use and impact of digital learning. Our Learning Development students are often keen to be involved in this.

#### Accessibility Plan

Each RGSW school has a separate Accessibility Plan.

### **16. Governors**

Review and endorse all school policies on an annual basis.

The Governor with responsibility for SEND is Mrs Lesley Cook. She meets regularly with the Head of Learning Development/SENDCo and LD Team.

Sponsors: Deputy Head (Academic) RGS Worcester, Headmaster RGS The Grange, Headmistress RGS Springfield and Head of Learning Development

Reviewed, updated and amended: September 2016 and Endorsed by the Governor with responsibility for SEND on 23 September 2016.

Reviewed, updated and amended: September 2016 and Endorsed by the Governor with responsibility for SEND on 2 December 2016.

Reviewed, updated and amended: January 2018 and Endorsed by the Governor with responsibility for SEND