



Special Educational Needs and Disabilities Policy (SEND)

**This document applies to all four RGS schools,
including EYFS**

September 2022

Re-written: June 2022

Date of next review: September 2023

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For information on the current Learning Development team across the schools, please see the SEND Policy Annex.

Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 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 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.

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. Specifically the School must be accountable for ensuring their commitment to accessibility and equality of provision for those children and young people who come under the Protected Characteristics defined by the Equality Act (2010).

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

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 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 any of 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, ADHD, 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 through the Children’s and Families Act (2014), although this is largely overseen through our School Nursing team and, where relevant, in communication/collaboration with the Learning Development Co-Ordinators.

When considering a pupil's needs, specifically in relation to whether they have SEND, it is important to know that:

- Special Educational Needs are not fixed. Some needs may only come to light as the pupil gets older; equally some needs may reduce as the pupil matures or as interventions remediate need, such that their needs may no longer meet the criteria for SEND. Needs can fluctuate as a result of any number of causes, or in combination; such as hormones, time spent in front of screens, lack of daylight/vitamin D, lack of physical exercise, mental health, impact of medications, ocular health. Where a need comes to light later on, most commonly in pupils with extremely mild needs, this is often because support required increases in line with the academic challenge. That's to say, occasionally students self-refer in Years Eleven, Twelve and Thirteen because they begin to feel or notice they no longer have the innate coping mechanisms to manage the increased workload and extensive timed examinations. As with the national picture, this is almost exclusively related to additional time needs.
- some will be acquired due to injury, illness or in response to medication or medical interventions.
- the issue of context, professional choice and chronology is also very important when considering SEND. Tests used to ascertain need are re-standardised every 10-15 years, sometimes more regularly, which means that, in addition to in-school monitoring, the extent of a pupil's needs might change in relation to the national norm as the population changes. Equally, as the School purchases new and updated tests, the variety of tests used may also change over time, meaning that needs which we previously did not have the ability to test for may come to light in a future screening assessment. Therefore, caution must be taken when considering or questioning the presence of SEND retrospectively.
- the issue of professional judgement is important and this is why our assessors are qualified or are internally trained by qualified colleagues and together as a team we conduct regular moderation and peer reflection. Additionally, training is prioritised to maintain professional standards. Professional judgement is sensitive and relevant to both common practice at a particular point in time, and also specific to the difficulties that a pupil may display at a particular point in time which may or may not lead to further investigation. For example, an assessor may choose not to explore a specific element of a cognitive profile further if the initial test data does not suggest further exploration is needed, or the pupil themselves does not report anecdotal difficulties in a particular area, which would prompt the assessor to explore this need in more depth.
- scores will fluctuate over time, which may impact on a pupil's support plan. For example, when we screen at any point up until the end of Year Eight and award additional time, it is important to note that the additional time is not given for more than two years, as (similar to an eye test) scores fluctuate as pupils grow and change. It is only in Year Nine or above when the scores are used for external exams and become fixed. It is not uncommon for a small number of students who were eligible in Year Seven for extra time to no longer eligible by Year Nine. And equally, some who were not eligible in Year Seven may later become eligible in Year Nine.
- in alignment with the national picture, we have seen an increase in recent years in those requiring additional time in examinations.

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

- Graduated Response
- #justgoodteaching Guide
- 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

- BAME
Black, Asian, Minority Ethnic
- COP
SEND Code of Practice (2015)
- 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 or SENCO (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 (also referred to, internally, as #justgoodteaching)
- RGSW
Terminology referring to all four Schools
- Screening
A series of short assessments to determine whether the person has some specific strengths and difficulties in relation to their age.
- SENCO/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)
- SEND
Special Educational Needs and Disabilities
- SpLD
Specific Learning Difficulty – a difficulty that is not in relation to a perceived child's overall ability profile

1. Admissions

This policy explains how RGSW¹ 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. RGS Dodderhill is co-educational from ages 4-11 and a girls-only provision for ages 11-16. All Early Years provisions are non-selective 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 or Disabilities 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. 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 and RGS Dodderhill senior provision are both selective for children aged 11-16/18 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

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 when requesting to sit the entrance examinations or assessments. This may also include whether they have an 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 to ensure equality of access when sitting the entrance tests.

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 Headmaster and/or the Director of Learning Development/SENCO at RGSW; and the Headteachers and Learning Development Co-ordinators of RGS The Grange, RGS Springfield and RGS Dodderhill.

¹ RGSW includes RGS Senior School, RGS The Grange, RGS Springfield and RGS Dodderhill

Arrangements can also be made for discussions between the Head and class teacher² or form tutor/HoY/HoS³ 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.

2. Entrance Examinations and Access Arrangements for prospective students with SENDs

RGSW take our responsibility very seriously in ensuring equality of access. As such, we note the following:

Entrance Examinations at RGS Prep Schools

In our Nursery and Pre-Prep children are informally assessed by teaching staff and in some cases, additionally by the Learning Development Co-Ordinator, 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 and RGS Dodderhill Senior Schools

All parents are requested to share information regarding their child's needs on application. This information is treated confidentially and is not used to discriminate, as we welcome all pupils to apply, regardless of SEN or Disability, however it does help us to consider any adjustments we might need to make to enable the pupil to have fair access. Access Arrangements can readily be provided, such as extra time or coloured paper, when clear evidence of need has been shared with the School (e.g. A diagnostic report.)

3. Identification, Assessment and Consideration of SEND

RGSW takes its duty to identify, assess and carefully consider the needs of pupils very seriously. This is through our strategic and proactive approach to identifying need detailed below:

Identifying Academic Needs (Social Communication and Cognition & Learning):

Identification is through:

- baseline cognitive assessment at strategic points within a pupil's time at the School
- screening tests (carried out on a number of pupils in Years R, 1, 3, 5, 7 and 9)
- tracking and monitoring of performance throughout school life using:
 - School assessment systems including examination performance and scrutiny of data
 - regular progress reviews
 - referrals from teachers, parents or pupils' self-referrals.

In response to the outcomes from the screening tests, the RGS Learning Development team may suggest the need for external specialist assessments due to the level of needs identified. The LD team can 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 diagnostic 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 screening testing to investigate the presence of any condition which may

² RGS The Grange, RGS Springfield

³ RGS Senior School, RGS Dodderhill

impede academic progress or refer on to practitioners who have an established relationship with the school.

Where screening takes place, pupils screening test data will be shared with parents through a written report. The outcomes will also be shared with the pupil's teacher(s) through iSAMS, our database. At the point of assessment, the assessor will decide how to categorise the pupil's needs, as summarised below:

- **None.** The pupil has no standardised scores below 84 in the areas of literacy or cognitive processing
- **Mild.** The pupil has one-two standardised scores at/below 84 in the areas of literacy or cognitive processing.
- **Medium.** The pupil has several standardised scores at/below 84 in the areas of literacy or cognitive processing; some may be below 70.
- **Significant.** The pupil's literacy and cognitive processing needs are considered to be 'Medium' (or in rare cases 'Mild') and their pastoral needs are also elevated, demonstrated by high levels of behaviour points, poor attendance patterns, deteriorating mental health or safeguarding concerns, such that the pupil's learning and wellbeing is of significant concern.

If a pupil's needs are considered Mild or Medium, then their name will automatically be added to our SEND Register, accessible to all teachers within RGSW. Their needs will be regularly reviewed between the relevant pastoral lead and SENCO, and subsequent actions taken to support needs as appropriate.

If a pupil's needs are considered Significant, their name will be added to our SEND Register and the relevant pastoral lead and the SENCO will meet regularly to discuss this pupil in depth, to assess, plan, carry out and review the School's support provision.

Communication with parents of these discussions or actions for pupils at any level will be at the discretion of the relevant pastoral lead or SENCO, as deemed appropriate to level of need and the findings from any actions taken.

Identifying Pastoral needs (Social, Emotional and Mental Health):

Although the new Code of Practice includes significant and substantial mental health issues as SEND, at RGS this will continue to be largely supported by the RGS pastoral teams. As such, the SEND Policy interweaves with the pastoral policies. At RGSW and RGS Dodderhill, the Learning Development Co-Ordinator and Pastoral leads (e.g. Assistant Head (Pastoral) and Heads of Year/Section) 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 will offer social skills intervention groups for those children with higher levels of social, emotional or mental health needs, as part of our Wave Two provision.

Identifying Sensory needs (Sensory and/or Physical):

Pupils with physical disabilities are often already identified by parents-carers and health professionals prior to joining the School. The School commits to supporting these needs with best endeavours, as identified and advised by their healthcare practitioner or consultant. Where the physical need may require accessibility changes to the School site, it is important to check with the Accessibility Plan to see whether these needs can be accommodated due to the nature of the School buildings, many of which are listed.

Pupils may experience sensory difficulties, hyper- or hypo-sensitivities throughout their time at school. These may develop over time or they may be present from an early age. The School commits to supporting these needs with best endeavours where the need is interfering with the child's ability to manage a normal school day, particularly over an extended period of time. SENCOs may on occasion include a sensory screening checklist as part of their screening assessment battery in order to unpick how a student might be struggling and find discrete and supportive approaches to help the child's sensory difficulties to be better managed in school.

4. Learning Development and Special Educational Needs and Disabilities Universal Provision (Wave One)

RGSW takes its duty to support and provide interventions for the needs of pupils very seriously. This is through our strategic and proactive approach to supporting pupils as detailed below:

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 special educational need, 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 on-going observation and professional discussion,
- 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 SENCO, where appropriate, following a graduated response.
- possible dual placements to support specific areas of need and possible involvement with outside professional agencies
- regular and appropriately targeted training and professional development

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 may refer the pupil concerned to the relevant lead for Learning Development within the School for further investigation
- monitoring progress throughout the school and identifying 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

- providing an extended transition opportunity for a select number of students who may benefit from having additional and different opportunities for transition into a new key stage
- 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
- training all teachers in effective classroom strategies for the needs of those pupils identified as having areas of difficulty, through our #justgoodteaching programme
- sharing appropriate information with class teachers, such as Access Arrangements and specific needs where they are directly relevant to the way in which our students with the highest level needs may need support
- regular and appropriately targeted training and professional development
- providing a graduated response to need which endeavours to provide an appropriate level of support, which neither underestimates nor overwhelms the need

Our graduated response is broadly, as follows:

Quality First Teaching: including Wave One interventions led by the class teacher (included within the school fees)	Short-term group interventions: Wave Two interventions led by a class teacher or a member of the LD team* or under the direction of the LD Co-Ordinator. (included within the school fees) *This depends on the individual school	External specialist individualised provision: Wave Three intervention led by a school-based LD tutor or visiting professional (varied fees apply)
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Any additional fees or costs will always be discussed and agreed with parents prior to interventions beginning.

5. Learning Development and Special Educational Needs and Disabilities Specialist Provision (Waves Two and Three)

RGS Schools are committed to supporting the needs of pupils with SEND with specialist interventions.

Additional Tuition (Waves Two & Three)

- At all RGS Schools the sessions can operate on a termly rotational timetable basis to minimize adverse impact upon classwork, or utilise 'free' time. Sessions may be weekly or on a 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-need-arises 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.
- In order to effectively address how the school can meet their child's needs, parents are encouraged to be involved, sharing their advice through knowledge of the child to enable us to devise personalised intervention strategies and programmes.
- The cost of individual tuition will be reviewed each year by 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 so long as this has been communicated in advance of the lesson. Wherever possible, alternative sessions will try to be re-scheduled however this is not always possible.

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

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, which may include some or any of the following:

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.
- Overseeing 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.

6. Co-Production with Parents

RGSW value the input, advice and support of parents in establishing meaningful support for pupils in the School. As such, our aim is to closely consult with parents regarding their child's needs at all stages. In addition, parents are encouraged to share updates and external assessment reports with the relevant Learning Development Co-Ordinator in their school.

Parents are always welcome to request a meeting to discuss their child's learning needs and should feel encouraged to speak with a member of the Learning Development team at Parents Evenings and other school events.

As a team, we endeavour to keep parents fully informed of concerns, recommendations and outcomes by reports, emails, telephone consultations and meetings.

Parental feedback and views are requested regularly in order to help us consider and review policies and procedures. If you are interested in sharing your views about any aspect of your experience in relation to SEND, we welcome this and would encourage communication directed to Mrs Clarke at hlc@rgsw.org.uk

7. Curriculum

All teachers are teachers of children with Special Educational Needs and Disabilities. Every leader is a leader of SEND. All teachers are expected to deliver accessible lessons which enable all students to learn and make progress. This is specifically and discretely provided through every staff's commitment to our policy of #justgoodteaching (otherwise known as 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.

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.
- discretely, 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 modified 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. This is overseen and supported by our School Nursing team. 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 it is 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.

8. External Examinations at RGS Senior School & RGS Dodderhill

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, using a reading pen, voice dictation 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.

Parents can request that the School takes into consideration an external assessment report when reviewing whether a pupil may be eligible for Access Arrangements. There are a number of non-negotiable factors set out by the JCQ which the School cannot ignore or override when considering the validity of an external assessment:

- That the assessment has not taken place before the start of Year Nine
- That the assessor's qualifications are recognised by JCQ as appropriate for the purposes of Access Arrangements assessment, e.g. Assessment Practising Certificate (APC) or Level 7
- That the assessor has been in touch with the Learning Development Co-Ordinator before carrying out the assessment so that the relevant sections of the Form 8 can be completed and shared.
- That where the recommendation for an Access Arrangement comes from a medical professional, e.g. a Consultant or Paediatrician, this can only be considered if the School observes this need in the pupil when they are at school. For example, if a pupil has a diagnosis of Autism but does not need to use extra time as a normal way of working, additional time in an examination will not be permitted by JCQ and therefore cannot be requested by the School.

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 SENCO 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.

9. Effectiveness of SEN provision

Together, the Director of Learning Development and Learning Development Co-ordinators at the four 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 Director of Learning Development/SENCO 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. As well as 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

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 can, and often does, evaluate its success.

10. 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 and RGS Dodderhill 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 individualised teaching in addition to the normal curriculum.

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 SEND Policy.

11. Equality & Diversity of SEND provision

The Learning Development team are committed to ensuring equality of access to the curriculum for pupils regardless of gender, race or any other Protected Characteristic. When considering who to screen or support, we are mindful of purposefully working towards gender and racial equality (BAME), and we are wholly committed to taking a strategic, systematic approach to reducing the chances of these pupils' needs being overlooked or mis-recognised.

12. 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: <http://www.worcestershire.gov.uk/sendlocaloffer>

13. General Data Protection Regulation (GDPR)

The School takes its responsibility to protecting pupil data very seriously and further information can be found in the GDPR Policy.

With regards pupil files and sharing of SEND information specifically, the School will aim to:

- Keep a pupil's file until they reach the age of 25, when it will then be securely destroyed
- Make paperwork regarding Access Arrangements available for collection as soon as the pupil has left the School, on request. Where this is after External Examinations, paperwork will be sent home via Recorded Delivery, if not collected in person by the specified date. In both cases, this will be the only copy of the file and therefore the School is unable to provide subsequent copies if the paperwork is misplaced.
- Forward relevant SEND information to new placements or request the same from previous settings, particularly in relation to any assessments carried out, to ensure continuity of care and provision where possible. We consider that where a parent has agreed to the education of their child at RGSW and has notified us of a SEND or that we have notified them of their child's needs, that they are happy for us to make contact with a previous or future education provider in order to share or request information.

14. Complaints Procedure

The first point of contact if a parent wishes to discuss concerns should be the class/form teacher or the Director of Learning Development/SENCO. 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.

15. Accessibility

School Environment

The nature of the buildings at RGSW is such that access will always be limited to some. 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 laptop 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. Please refer to this to understand the School's current aims for its site improvement.

16. Governors

Review and endorse all school policies on an annual basis.

The Governor with responsibility for SEND is Mrs Lesley Cook. She meets approximately twice a year with the Director of Learning Development/SENCO to ensure compliance with the Learning Development team aims and the School's commitment to the Equality Act (2010) through its Learning Development provision, receiving regular updates and reports throughout the year.

Sponsors: Deputy Head (Academic) RGS Worcester, Headmaster RGS The Grange, Headmistress RGS Springfield, Headmistress RGS Dodderhill and the Director of Learning Development
Reviewed, updated and amended: September 2018 and Endorsed by the Governor with responsibility for SEND

Reviewed, updated and amended: September 2019 and Endorsed by the Governor with responsibility for SEND

Reviewed, updated and amended: September 2020 and Endorsed by the Governor with responsibility for SEND

Reviewed, updated and amended: September 2021 and Endorsed by the Governor with responsibility for SEND

Reviewed, updated and amended: September 2022 and Endorsed by the Governor with responsibility for SEND

Staff Qualifications and Training in SEND

Director of Learning Development & SENCO at RGS Worcester: **Mrs. Hannah Clarke,**

hlc@rgsw.org.uk

Qualifications:

BA (Hons) History & Italian, University of Birmingham

PGCE (secondary History), University of Bath

National College for School Leadership: NPQML and NPQSL

Post Graduate Diploma (Education), 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)

Assistant Learning Development Co-Ordinator at RGS Worcester: **Mrs Louise Chance,**

Qualifications:

BSc (Hons) Sport Science & Rehabilitation, St Mary's University College

PGCE (Physical Education), St Mary's University College

National Award for SEND Co-Ordination, Worcester University

MEd (Autism), Birmingham University

Learning Development Co-ordinator at RGS The Grange: **Mrs Alison Taylor,** ajt@rgsw.org.uk

Qualifications:

LLB (Law and Business Studies)

PGCE

Post Graduate Certificate (Inclusion)

National Award for SEND Co-Ordination

Learning Development Co-ordinator at RGS Springfield: **Mrs Vanessa Whitehead**

Qualifications:

BEd, Goldsmith's College, University of London

OCR Level 5 Teaching Learners with Specific Learning Difficulties at Hereford College of Technology

OCR Level 7 Certificate in Assessing and Teaching Learners with Specific Learning Difficulties at

Hereford College of Technology

Learning Development Co-ordinator at RGS Dodderhill: **TBC,** interim contact hlc@rgsw.org.uk

Learning Development Teacher: **Miss Teresa Baker**

Qualifications:

PGCE (Primary Education)

Level 4 Hornsby Course in Dyslexia & Literacy

Level 5 OCR Teaching Learners with Dyslexia/Specific Learning Difficulties

Level 5 Developing Mathematical Skills in Learners with Dyslexia

Level 7 OCR Teaching & Assessing Learners with Dyslexia/Specific Learning Difficulties

Accredited Member of the British Dyslexia Association (AMBDA)

Learning Development Teacher: Mrs Claire Suttling

Qualifications:

BA (Hons)

PGCE (Primary) English Specialism

Autism Awareness Mentor (Lower Secondary Age)

Learning Development Teacher: Mrs Sue Bates

Qualifications:

BA Hons (Working with Children, Young People and Families)

Foundation Degree (Teaching Assistants)

NPQML

Learning Development Teacher: Mrs Michelle Dix

Qualifications:

BEd (Hons) Primary Education

Aspiring SENCO Award 2008

CCET - 'Certificate of Competence in Educational Testing', registered with British Psychology Association. Qualification to assess for Access Arrangements.

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 SENCO 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.

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 on-line webinars
- Attending courses to update information regarding exam access arrangements
- Attending annual SEN conferences
- Attending other courses as relevant

Other Staff with Responsibility for SEND Provision at RGSW:

RGS Dodderhill:

Mrs Sarah Atkinson (Headmistress)

RGS Springfield:

Mrs Laura Brown (Headmistress)

RGS The Grange:

Mrs Wendy Wreghitt (Deputy Headteacher) and Mr Gareth Hughes (Headmaster)

RGS Senior:

Mrs Rebecca Roberts-Gawen (Deputy Headteacher) and Mr John Pitt (Headmaster)