



WESTMINSTER UNDER SCHOOL

POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Introduction

This policy has regard to the following:

- The Equality Act 2010 (replacing a range of previous legislation such as the Disability Discrimination Act)
- The Children and Families Act 2014
- The SEND Code of Practice 2015 (Department for Education)
- The Data Protection Bill 2018 implementing the General Data Protection Regulation (GDPR)

Definition of Special Educational Needs and Disability (SEND):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also 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’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(SEND Code of Practice)

Governance & Management

All schools have duties under the Equality Act 2010, not only to ensure that ‘reasonable adjustments’ are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. As detailed in the SEND Code of Practice, Judith Mayhew Jonas has been appointed as the school governor ‘with specific oversight of the School’s arrangements for SEN and disability’

The Senior Management Team, through the Assistant Head Academic should regularly review how expertise and resources used to address SEND can be used to build the quality of Whole-School provision as part of their approach to school improvement.

To ensure best practice, the Head of Learning Development/SENCO at Westminster Under School is an experienced, qualified teacher with relevant specialist qualifications (NASENCO).

Principles underlying practice

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities.

Westminster Under School aims to:

- focus on inclusive practices and removing barriers to learning
- identify early the special educational needs of young people
- make high quality provision to meet the needs of young people and to ensure equality of opportunity
- take into account the views of young people and their families
- enable young people and their parents to participate in decision-making
- collaborate with partners in education, health and social care where appropriate
- ensure that appropriate resources are available for pupils with temporary or long-term special needs
- provide support for teachers to meet the learning needs of all pupils

Westminster Under takes a sympathetic and professional whole-school approach to pupils with SEND.

Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

To ensure the needs of pupils with SEND are addressed, the Learning Development Department (LDD) will:

- identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as educational psychologists, specialist teachers and therapists.
- develop and monitor support measures where a need is identified
- develop and update the Learning Development Register and Monitoring Lists and ensure that these are circulated amongst teaching staff
- work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils
- teach pupils according to their specific needs recognising their particular strengths and learning needs to promote achievement of their academic potential
- communicate effectively with parents/guardians on the learning needs of pupils and provide a Personalised Learning Plan for those pupils on the Learning Development Register and ensure that these are circulated to the staff of specific pupils
- collate evidence to support applications for access arrangements in external entrance exams at 13+

Identification and Assessment of Pupils

Admissions

- Westminster School's 'Policy on Admissions' sets out the 'pre-conditions' required for selection. All decisions relating to SEND matters are made with regard to the provision of reasonable adjustments as set out in the Equalities Act 2010.
- Parents and/or pre- prep/prep schools should inform the admissions department about a candidate's particular needs, providing any reports from suitably qualified professionals as are available.

- The ISEB Common Pre-Test is designed to be accessible to candidates with a range of special educational needs. Extra time will be available if required.
- Any pupil taking the Common Pre-Test who has a recognised special educational need will automatically be interviewed as part of the selection process.
- The Head of Learning Development (SENCO) works closely with the Admissions team to make decisions about any access arrangements requested for entrance exams (Internal tests at 7+/8+/11+, Common Entrance, Challenge). The regulations set out by the Joint Council for Qualifications (JCQ) are used to determine whether or not a prospective pupil at 13+ should be allowed any concessions in the entrance exams (See 'Access Arrangements for Examinations' for more detail).

Where possible/appropriate, transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the feeder school and any outside agencies involved

The Graduated Approach

As stipulated in the 2014 SEND Code of Practice, support is part of a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are: • Assess • Plan • Do • Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

Both parents as well as the individual pupils are a central part of the process at all times.

• **Assessment**

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

N.B. Difficulties related solely to limitations in English as an additional language are not SEN.

(SEND Code of Practice)

When pupils arrive at the School, the Learning Development Department looks at any evidence provided by the family and/or previous school. All new boys are screened at the beginning of the school year for specific learning difficulties. Monitoring continues throughout a pupil's time at Westminster Under using information gathered from a variety of sources including feedback from teachers, parents and the pupils themselves, as well as from the following standardised tests:

Year 3-8 – Dyslexia and Dyscalculia Screening (All new boys)
Year 3 and 4 - CAT tests and NFER tests.
Year 5 - CAT tests
Year 6 - Progress Test for Maths and Progress Test for English
Year 7 - CAT tests / MidYIS tests

The assessment process may further include class and playground observations, book scrutiny and discussions with staff, parents and pupils as well as feedback from exams and reports.

- **Plan**

The Learning Development department provides information and support on SEND matters for departments as well as individual teachers to reduce barriers to learning. In addition, the Learning Development Department offers a graduated approach with a universal offer of:

- Year 8 'Drop In' Clinic
- Study Skills 'Drop In' Clinic
- Handwriting Club Year 5-8
- Word Shark / Number Shark Sessions (Year 3-5)
- Nessy Island Writing Intervention (Year 3-5)
- Nurture Group
- Mindfulness

Learning Development Referral Form

Westminster Under School aims for a Whole-School approach where *'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.*

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

(SEND Code of Practice)

The first response to a specific need will always be high quality, differentiated teaching in all subject areas targeted at the individual's needs. This is the class/subject teacher's responsibility. The teacher should implement strategies and interventions in class and make contact with the Head of Year and parents. Following this, if progress is still not being made, teachers may then complete an 'Learning Development Referral Form' (Appendix A) to specify the pupil's areas of difficulty and initiate a member of the Learning Development team to intervene, further assess and devise a plan of action in collaboration with the individual pupil, their parents and staff. The type of support may come from the Head of Learning Development, subject specific support or the Counsellor. A joint decision will be made as to whether this pupil will go onto the Learning Development Register, Monitoring List, specific subject support list or Counselling List depending on the severity and nature of the individual's needs.

Personalised Learning Plan

In some cases, a referral to an outside consultant, usually an Educational Psychologist is recommended. The school can recommend an Educational Psychologist to parents.

Once all the necessary supplementary assessment information is collected and analysed in collaboration with the pupil, parents, teachers and Head of Learning Development, a Personalised Learning Plan (Appendix B) is devised.

If an Educational Psychologist or other external professional report has been done for a specific child, recommendations in terms of strategies and interventions will also be stated within the Learning Plan.

The Learning Development Register

A pupil who has significant needs or a disability will be added to the Learning Development Register. It is updated, reviewed regularly and circulated to all staff. A pupil with an Educational Psychologist or other external professional report is not necessarily automatically placed on the Learning Development Register. The register is based on the type and level of pupils' individual needs regardless of whether they have an external professional report.

• Do

If one-to-one or group Learning Development sessions are considered necessary, parents will be informed. Pupils who do receive support will only do so for as long as it is needed, in consultation with their parents. These sessions may occur once weekly or more regular across the week and are tailored to the individual's level of need.

Aims of development support (group/one-to-one/in-class)

To enable pupils with a specific difficulty to grow in confidence

To enable pupils to overcome, or learn to cope with, their specific difficulties and reduce exam related anxiety

To promote independence

To encourage an organised approach to studies and to improve general presentation of work

To help pupils fulfil their academic potential and make progress in their learning

• Review

Eventually, boys on the register may not need sessions / input from the Learning Development department as they progress. They have often developed strategies of their own or become independent in implementing suggested strategies to aid their individual needs. These pupils will then be transferred to the Learning Development Monitoring List.

However, some pupils may find that they need further support due to the changing nature of their needs or situation or as the volume and complexity of work increases in which case they may need to stay on the Learning Development Register and continue the 'Assess, plan, do, review' cycle.

As a staff body, we monitor progress of all pupils on the register and monitoring list whether they receive direct support or not. Any pupils who need support are given individual help, whether or not they have an Educational Psychologist report.

Personalised Learning Plans are reviewed on a termly basis and the pupils as well as the parents are a central part of this process. Meetings with parents will take place near the

beginning of the year to discuss targets, strategies and interventions and then at the end of each term to review these and discuss progress. Therefore, at least 3 review meetings are held throughout the year.

Every teacher will be given a list of all the boys in their teaching groups who are on the Development Register or Monitoring List, together with their specific needs and appropriate individualised strategies. In addition, the Learning Development Register and Monitoring List is available on Aptus in the staff area together with the boys' Personalised Learning Plans. These are also updated as new Educational Psychologist's reports are received and at the time of review.

The SEND Code of Practice makes explicit that *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'* All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Development Department works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. Learning Development support usually involves agreeing targets with pupils. These are reviewed frequently, often on a weekly basis where support is intensive. Pupils are encouraged to be self-reflective and targeted pupils are expected to complete regular exam reflection exercises. The Learning Development Department has full access to a range of data collected by the School, both summative (e.g. test and exam results) and formative (e.g. order sheets, end of term reports).

In cases where there is a complex need (including pupils who have an Education Health and Care Plan) reviews may need to include outside agencies/specialists. There are currently no pupils with EHCPs at Westminster Under School.

Access Arrangements for Examinations

Introduction

“The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.”

(JCQ Access Arrangements and Reasonable Adjustments 2017-2018)

The Joint Council for Qualifications (JCQ) sets out the regulations that all schools are required to follow when considering exam concessions for public exams. Schools are required to make ‘*reasonable adjustments*’ while ensuring that no pupil is given an ‘*unfair advantage*’.

Pupils applying to the school

At Westminster Under, the JCQ requirements are also used to determine whether or not a prospective pupil should be allowed any concessions in the entrance exams.

Details of the evidence required for the most frequently requested exam concessions are listed below. Please note that evidence should be submitted by the end of October in the academic year leading up to the entrance exams. This allows time for further evidence to be gathered should that be necessary.

Evidence needed to make a request a word processor for exams requiring extended writing

Written evidence from the school and a diagnostic assessment report from a suitably-qualified professional detailing why using a word processor is appropriate to the pupil’s needs. Most commonly these are:

- a) very slow and/or illegible handwriting;**
- b) a physical disability or medical condition;**
- c) significant problems with planning and organisation when writing by hand.**

Using a word processor should be an established way of working for that pupil.

Evidence needed to make a request for extra time (up to a maximum of 25%)

An assessment report by a specialist assessor will need to be submitted. Please note that pupils will usually only be considered eligible for extra time if they have at least one standard score of 84 or below relating to *speed of processing*. A covering letter from the school will also be required to confirm that extra time is being offered to the pupil as a result of a *substantial and long-term impairment* which has been shown to affect speed of working.

On arrival at Westminster Under

General

When any pupil who has previously been awarded exam concessions arrives at Westminster Under, the Learning Development Department will assess any continuing need and update the evidence as set out below. Exam concessions agreed for entrance exams will not automatically transfer. All pupils are carefully monitored throughout their time at Westminster Under but should any pupil or parent have concerns about performance in exams, the Head of Learning Development should be informed. Should a detailed diagnostic assessment be required, *this will need to be commissioned by the school.*

Word Processing

Westminster Under School requires clear evidence of need before the use of a word processor in exams can be agreed. 'Need' in this instance would most commonly be:

- a) very slow and/or illegible handwriting**
- b) a physical disability or medical condition**
- c) Diagnostic/professional assessment report or recommendation from SENCO/Head of Learning Development**

Any pupil who has been allowed a word processor in the entrance exams will need to undergo a handwriting and typing test in their first term to determine whether this remains appropriate to their needs. Should this be the case, the pupil will also need to show that word processing remains their 'normal way of working' (where appropriate) in class, for prep and for internal exams.

New concerns may be raised at any stage by teachers, parents or the pupils themselves. Samples of handwriting would normally be collected, with internal exams providing a realistic example of what a pupil can manage when under time constraints. Where concerns remain, a handwriting assessment and typing test will be carried out by the Learning Development Department.

Pupils should aim to touch type at 35 words per minute in order to start using the laptop for extended pieces of writing in class and at home. The pupil and their parent's will then have to sign a laptop user agreement form in order to clarify exactly when and how the laptop will be used in school. (Appendix C) Touch typing sessions are available before school on a weekly basis but it is recommended that pupils develop their touch-typing skills outside of school time.

Extra time

Pupils who have previously been eligible for extra time will have below average processing scores which can be shown to have a '*substantial adverse effect on speed of working*'. In order for any extra time to be agreed at Westminster Under, it will be necessary to collect evidence of need, including the monitoring of internal exams. In addition, the school will commission an assessment to be carried out by the school's approved assessor. Please note that there can be no guarantee that any resulting test scores will be sufficient to fulfil JCQ regulations in the future.

Other concessions

JCQ regulations provide details of a range of possible adjustments, such as prompts or supervised rest breaks (suitable for pupils with Attention Deficit Disorder) and modified papers (suitable for pupils with visual impairments). Cases are considered on an individual basis and evidence collected as detailed in the regulations.

The Joint Council for Qualifications (JCQ) sets out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make *'reasonable adjustments'* while ensuring that no pupil is given an *'unfair advantage'*. The Learning Development Department will assess needs and update the evidence.

Transition

The transition from pre-prep to prep school and also from prep to senior school can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the senior school and any outside agencies involved.

- An exchange of effective and meaningful documentation in order to give the receiving school clear evidence of pupil attainment to include assessment results, Personalised Learning Plans, pupil passports, recent reports
- Head of Learning Development will contact the future school to communicate the necessary information and, may arrange for the child to visit the new school on one of more occasions if necessary
- The teachers, and the Head of Learning Development alongside parents will spend time preparing the child for the changes that are to take place
- The Head of Learning Development (SENCO) works with the Admissions team of future schools to inform them about any access arrangements requested for entrance exams. The regulations set out by the Joint Council for Qualifications (JCQ) are used to determine whether or not a pupil at 13+ should be allowed any concessions in the entrance exams.

Resources/funding

The Department is currently staffed by 2 part-time, specialist teachers (Head of Learning Development and Counsellor). No charge is made to parents for in-house Learning Development support, subject specific support or Counselling.

The spending of any income received for pupils with an Education Health and Care (EHC) Plan is planned on an individual basis with input from all concerned. Details are recorded and shared with the relevant local authority.

Updated: September 2018

Next Review: July 2019

Danielle Jones Head of Learning Development

Appendix A: Learning Development Referral Form

Pupil Name:					
Area of concern: (tick relevant box/es)		Barriers to learning known/ pupil background			
Emotional [] Academic [] Behavioural [] Learning []		E.g. Bereavement, divorce or separation of parents, EAL			
Challenges		Strategies Implemented / Interventions tried		Parents contacted?	Resources sent home to support?
Type of support requested (tick relevant box/es)	Meeting with Head of Learning Development to discuss further assessment of child?	Study Skills Support (DJ)	Meeting with School Counsellor (LA)	Strategies and resources to use in class (DJ)	Student Observation (DJ)
Referred by:					
Date:					

NB. Please note the difference between academic (lack of motivation and/or general difficulty in retaining information) and learning concern (a genetic, learned, and/or cognitive problem that is hindering progress).

Appendix B

Personalised Learning Plan – Pupil Passport

<p>Name:</p> <p>DOB:</p> <p>Age:</p> <p>Class:</p>	 <p>Westminster Under School Personalised Learning Plan</p>	<p>Discussion with child:</p> <p>Discussion with parents:</p> <p>Discussion with form tutor/other class teachers:</p> <p>Outside agencies involved:</p>
<p>What I do well</p> <p>What I find difficult</p>	<p>What's important to me</p>	
<p>My parents wish me to be able to:</p> <p>Long Term Outcomes (by the end of this year) My teachers will work with me to be able to:</p>	<p>How you can help me (general strategies for adults to use)</p> <p>How I will help myself</p>	

Westminster Under School

Laptop/Tablet Acceptable Use Policy



In addition to the WUS Rules for Responsible Computing Use, I agree to abide by the following conditions regarding the use of my computing device in school:

- My computing device is my responsibility. When not in use it will be stored and locked in my locker. The computing device would not be insured by the school.
- I will ensure that the computing device and its case are clearly labelled with my name.
- I will ensure that my computing device is password protected.
- I will make sure the volume on my computing device is muted at all times.
- I will disable the use of spelling and grammar checks for school work.
- I will consider when I may need my computing device and I will bring it to every English, History and RS lesson. On occasions I may use it in other lessons, such as Classics, Geography or French, but I may not use it outside lesson time in school.
- I will abide by the examination rules regarding the use of my computing device.
- I will not use my computing device to play games, surf the internet or in any other way that is not appropriate during lessons.
- I will not store illegal or inappropriate material which may upset or cause harm to staff or pupils on my computing device.
- If I have typed any homework, I will make sure to print it out and stick it in the appropriate place in my exercise book or file.
- I will always have a USB memory stick with me. If it is not possible to email and print work at the end of a lesson, I will use the USB to print my work and hand it in.
- I will ensure that I charge my computing device every evening at home. I will use battery power at school.
- If there is a problem with my computing device during a lesson, I will not interrupt the teacher to ask for help. I will quietly and with the minimum of fuss switch to using paper and pen and deal with the problem later.
- I understand the School is not responsible for the maintenance of my computing device and its software. Should it develop a fault, I will try to get the problem sorted as soon as possible.
- I will apply the above conditions to a computing device borrowed from the school. I will return the computing device to the IT department at the agreed time. *

Pupil Signature _____ Date _____

Parent Signature _____ Date _____

** Parents do not need to sign this policy if your son is borrowing a computing device.*