



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Principles: This policy forms part of Hereford Cathedral School's aim to enable each individual to achieve his or her highest potential intellectually, culturally and physically. The Learning Skills Department aims to ensure that we provide each child with the opportunity to fulfil his or her individual potential. We aim to develop positive attitudes towards learning by providing support, where appropriate, to develop self-esteem and self-confidence. To achieve this Education Support Plans are developed based on individual assessments, discussions with staff, pupils and parents, to develop individual skills and strengths and to address areas of difficulty.

The School will show due regard to the SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015), and the Equality Act 2010 when carrying out its duties towards all pupils with Educational Needs, Additional Needs and Disabilities and will ensure that parents are both notified of and involved in the decisions made by the School that SEN provision is being made for their child.

Fundamental and central to the SEND Code of Practice is that: 'Every teacher is a teacher of special needs. Every teacher is asked to anticipate individual learning needs. Every teacher is asked to help overcome barriers to learning.' Curriculum delivery should be developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all, through quality first teaching.

Definition of 'Additional Needs':

Hereford Cathedral School is a selective school but does have a proportion of pupils who would be considered to have special educational needs and/or disabilities as defined by the Children and Families Act 2014. We recognise that we do have some pupils who have significantly greater difficulty in learning than the majority of pupils in the same year group at HCS, for whom provision needs to be made, which is additional to or different from the provision made for most pupils. We recognise that pupils with EHC plans, sensory or physical impairments might require the help of outside agencies. We recognise too, that very able pupils can sometimes require special provision.

The Department is known as the Learning Skills Department.

Provision is made when the children need it, but they are not necessarily defined for life by this provision.

The Learning Support Register: For pupils on the register their primary need and a brief description of provision offered is reviewed every September and updated as necessary during the year. This is stored on iSAMS, the School's MIS. Any pupil identified as having Additional Needs will be placed on the LearningSupport Register, at Level 1, 2 or Level 3.

Level 1 indicates a pupil whose additional needs have received support in the past but is no longer considered to be in need of additional support. Staff need to be aware of the pupil's history and monitor his/her progress in case the need for further support should arise. This will include pupils who continue to be monitored by the Learning Skills Department and to whom occasional help is given.

Level 2 indicates a pupil whose needs are such that they require some additional support, which is provided during tutorial/lunchtime/after-school sessions either individually or in groups.

Level 3 indicates a pupil with additional needs who has a 'closely defined special educational need or disability'. These are pupils who need 'Additional SEN support' and require support and/or interventions that are additional to or different from those normally offered.

The Learning Support Register will indicate the needs of these pupils and recommend strategies to help them, which will form the basis of the Education Support Plan, used and adapted (where necessary) by subject teachers. Pupils on Level 3 may also have access arrangements applicable for internal and external examinations.

Roles and Responsibilities:

o Governors:

The school's governors aim to provide, within the School's current resourcing levels, the staffing and equipment for Additional Needs provision.

o Senior Leadership Team: The SLT will provide adequate levels of staffing, resources, equipment and support, as well as appropriate staff training and allotted update SEND sessions during staff INSET , to allow pupils with Additional Needs to progress within the School's curriculum. Any adaptations to the School's curriculum for an individual pupil will be the responsibility of the Academic Deputy. Members of the SLT will play their part in monitoring and evaluating Additional Needs provision. SLT also have responsibility for the centre's Word Processing policy and Accessibility plan, which interlink with the Learning Skills department's role in assessing for access arrangements.

o Head of Learning Skills:

The Head of Learning Skills is responsible for –

- o The co-ordination and provision of Learning Skills for pupils identified as having Additional Needs
- o Carrying out screening procedures for new pupils
- o The assessment of pupils' additional needs in conjunction with assessors and educational psychologists (EPs) known to the school.
- o Drawing up, reviewing and updating the Learning Support Register.
- o Drawing up Education Support Plans for individuals at the beginning of the academic year, which will be reviewed annually
- o Planning Learning Skills programmes for individuals / groups at the beginning of the academic year, which will be reviewed annually
- o Giving advice and support to staff about pupils experiencing difficulties in learning o Liaising with relevant staff about pupils receiving support
- o Giving advice and support to parents about pupils experiencing difficulties in learning
- o Liaising with the Learning Skills Teachers at Hereford Cathedral Junior School, school SENCOs and other agencies
- o Liaising with the Admissions Department about prospective pupils and their identified additional needs
- o Liaising with the Headmaster's P.A. about pupils removed from the school roll to ensure transfer of relevant information to their new educational setting.
- o Liaising with the School's Examinations Officer over pupils needing Access Arrangements for exams, and providing assessment for this.
- o Providing in-service training about Additional Needs for ECTs, and other teachers if necessary.
- o Advising the Headmaster on issues arising from SEND legislation
- o Planning for and carrying out the monitoring and evaluation of Learning Skills provision.

Learning Skills teachers will be responsible for –

- o The provision of Learning Skills for pupils identified as having additional learning needs
- o Carrying out screening procedures for new pupils 3
- o The assessment of pupils' additional needs in conjunction with assessors and educational psychologists (EPs) known to the school.
- o Drawing up Education Support Plans for individuals at the beginning of the academic year, which will be reviewed annually

- o Planning Education Support programmes for individuals / groups at the beginning of the academic year, which will be reviewed annually.
- o Giving advice and support to staff about pupils experiencing difficulties in learning o Liaising with relevant staff about pupils receiving support
- o Giving advice and support to parents about pupils experiencing difficulties in learning o Liaising with the Learning Skills Teachers at Hereford Cathedral Junior School, school SENCOs and other agencies
- o Providing in-service training about Additional Needs for ECTs, and other teachers if necessary.
- o Carrying out the monitoring and evaluation of Learning Skills provision.

Heads of Department:

- o Identification: together with the teachers within each department, HoDs have the responsibility of identifying pupils who have Additional Needs, and referring them, if necessary, for assessment to the Learning Skills Department. This could/should be done at Departmental meetings, by following up low grades given in Progress Reviews in the particular subject area.
- o Where setting takes place, HoDs are responsible for ensuring that pupils are placed in the ability group best suited to their needs. They are also responsible for ensuring that pupils are entered for appropriate exam syllabuses.
- o Making sure that all members of their departments are aware of those pupils who are on the Learning Support Register and that subject teachers are making appropriate provision for pupils on Level 3 of the Register, as drawn up in their Education Support Plans.
- o Reviewing the effectiveness of this provision and the progress of pupils on the Register, at Departmental meetings.
- o To pass copies of internal exam results to the Learning Skills Department to allow them to track the progress of pupils on the Register and to support the process of gathering evidence for Access Arrangements.
- o Where pupils are eligible for Access Arrangements during exams, liaising with the Learning Skills Department about the demands of the exam papers in their subject, and with the examinations officer about which papers these pupils are taking.
- o HoDs have a responsibility for the provision of appropriate resources within their departments to ensure accessibility and to allow for differentiated learning, including the learning of very able pupils.

o Inset: HoDs have responsibility through the Staff Appraisal system for ensuring that staff have the appropriate training and support for teaching pupils with Additional Needs.

Heads of Year:

o Identification: together with the teachers and Heads of Department, Heads of Year have the responsibility of identifying pupils who have Additional Needs, and referring them, if necessary, for assessment to the Learning Skills Department. This could/should be done at Year Group meetings, by following up low grades given in Progress Reviews across more than one subject area.

Classroom Teachers: all teachers have responsibility for –

o The identification of pupils who have Additional Needs

o Making themselves aware of those pupils who are on the Learning Support Register, especially those who are in their tutor groups or lessons.

o Familiarising themselves with the needs of these pupils and the strategies recommended for their support.

o Based on these, utilise and amend as necessary for pupils on Level 3 of the register their Education Support Plan, showing how they intend to provide differentiated support for these pupils within their lessons.

o To pass copies of internal exam results to the Learning Skills Department to allow them to track the progress of pupils on the Register and to support the process of gathering evidence for Access Arrangements.

o Reviewing and evaluating this provision at least once a term.

Admission arrangement for pupils with Additional Needs:

These are outlined in the School's Selection and Admission Policy.

Identification and Assessment of pupils with Additional Needs

All pupils in Year 7 and Year 9 are screened for reading and spelling skills. Pupils whose reading or spelling falls significantly below the mean will be given a programme to try to address this. Pupils, whose performance suggests they may have more complex needs, will be given a more detailed assessment to try to analyse these needs, so that appropriate provision may be put in place. This may include standardised and informal tests as well as gathering information from teachers, parents and past schools.

At the end of the academic year, all pupils receiving regular support are reviewed by the Learning Skills Department and relevant teachers, and a decision is taken whether, and in what form, to continue such support. At the same time, other pupils may be recommended for support for the forthcoming year.

Any member of staff, who is concerned about a pupil's progress, can refer that pupil to the Learning Skills Department for assessment via the departmental Referral Form. This referral may be followed by some form of assessment and support, if this is considered to be necessary. This process may also follow a Care List Meeting.

Parental concerns are followed up in the same way. Pupils may also self-refer by making an appointment to see one of the Learning Skills teachers.

Support provision:

It is recognised that support provision depends on the time available and the ability to match this to the pupils' timetables. Support provision can take place in a variety of ways, such as:

- o Regular literacy and general study support for small groups.
- o General Learning Skills support for pupils who struggle for any reason, on an individual or small group basis.
- o Occasional support for pupils focussing on GCSE/A level coursework.
- o In-class support.

- o Support targeting particular needs, such as exam technique, organisation, use of assistive technologies and the digital strategy, handwriting etc.

Specific pupils on Level 3 of the Register follow a group programme drawn up by the Learning Skills Department, detailing the aims of this programme, the nature of the provision and the names of any others involved.

The School may charge for certain forms of additional provision for pupils with SEND, when the provision required is beyond that normally employed by the school. This includes additional 1:1 support lessons, where available. Further information on charges can be obtained on request.

In accordance with the Equality Act 2010, the School will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Reports of meetings and telephone conversations with parents, correspondence, and reports from other professionals are all kept in individual pupil files (and/or on iSAMS when electronic copies are available) where this is appropriate.

Some lessons may also take place before and after school and during lunch but this is carefully balanced and discussed in terms of the child's energy levels and need for relaxation.

Adaptations to the curriculum for pupils with Additional Needs:

Occasionally, it is felt that a pupil would benefit from studying a slightly narrower range of subjects than the rest of his/her year group.

Currently, in Years 8 & 9, some students receive Learning Skills support in lieu of one or both Modern Foreign Languages. In Years 10 & 11, some students receive Learning Skills support in lieu of one of their options choices.

This decision will be made by the Academic Deputy, after consultation with teachers, pastoral staff, the Learning Skills Department, parents and the pupil. Where such a decision is made, a programme of support and supervised study will be set up instead.

Training for Staff in relation to Additional Needs:

Through the Appraisal system, Heads of Department and the Director of Studies will identify where training is appropriate and will assist staff in finding suitable courses to further their professional development in this area. The Learning Skills Department will provide in-service training for ECTs during the first two years of teaching and subsequently as the need arises.

Links with other Schools and Outside Agencies:

There is regular liaison between HCS and Hereford Cathedral Junior School, our major feeder primary school. When pupils from other schools join HCS and are identified as having Additional Needs, the Head of Learning Skills will contact the SENCO in such schools, if necessary, to obtain any relevant information.

The Head of Learning Skills will also be involved in any liaison with outside agencies in the area of Additional Needs.

Parental Involvement:

HCS considers parents to have a key partnership role in the education of their children. Parents are informed if their child is receiving regular support and are given access to their child's Education and Support Plan (if on Level 3), with the opportunity to speak to the Learning Skills teachers about this. Comments are written by the Learning Skills Teachers on reports. The Learning Skills Teachers are available at Parents' Evenings to talk with parents, and parents can make an appointment to see them at other times when convenient for all concerned.

Access Arrangements for Exams:

In considering pupils for Access Arrangements for external exams, HCS strictly abides by the directions set out in the JCQ Regulations and Guidance document, which is

published annually. Pupils' needs are assessed and the full range of access arrangements is considered and applied for as appropriate. For some access arrangements such as 25% extra time, the regulations call for at least two standardised assessment scores in two differing areas: one below the average range (SS 84 and below) and one low average (SS 85 to 89) in addition to substantial evidence of need provided by teachers. Other access arrangements may be applied depending on need and evidence e.g. rest breaks, word processor use, prompter, reading pen, coloured overlay etc. Pupils likely to need Access arrangements, should be identified as early as possible as the school is required to show that special provision has been made for such pupils for internal exams, and that support has been given during their school careers and constitutes their Normal Way of Working (NWOW). The provision of Access Arrangements should depend not only on the pupil's additional needs but also on the demands of individual exams. It is important to note that a diagnosis of a disability, disorder or an additional learning need does not in itself constitute need for access arrangements; the decision to apply for or allocate access arrangement is the responsibility of the Head of Learning Skills, in consultation with the Examinations Officer.

Any arrangements that are used in exams are based on the normal way of working in the classroom and in tests and exams. Wherever possible, access arrangements that enable a student to work independently are encouraged.

Evidence is needed for some access arrangements and these need to be applied for and approved before they can be used in external exams. This sometimes means that testing needs to be carried out. Testing takes place in school. Strict rules must be followed so that the test scores can be used as evidence for access arrangements.

Under JCQ regulations, assessments that have been carried out without prior contact with the school cannot be used for access arrangements. Additionally, any assessments carried out prior to the beginning of Year 9 cannot be used as evidence for access arrangements at GCSE.

We will always seek to work with students and parents to ensure the most appropriate outcome for all students. The Head of Learning Skills will liaise with the School's Examinations Officer and Heads of Department over the identification and assessment of pupils requiring Access Arrangements. Reports will be written by the Learning Skills Department to show evidence of need for arrangements that can be decided by the school. If applications need to be made to the exam boards, this will be based on assessments and evidence of history of need collected during a pupil's education.

A- Level candidates' need for Access Arrangements will be reviewed in accordance with the JCQ Regulations at the beginning of Year 12 to determine if they are still eligible for Access Arrangements (roll forward applications).

Access Arrangements will be provided in internal school exams, for those candidates who are deemed eligible, using similar criteria to that used for public exams. This will be monitored during the pupils' time in school and assessments will be carried out to determine eligibility.

Monitoring and Evaluation of Special Educational Needs:

This will take place through –

- o Further assessment of pupils receiving Learning Skills support, to measure progress, evaluate the effectiveness of provision and assist with forward planning.
- o Review of individual/group Learning Skills programmes.
- o The written Annual Review of the Department's work.
- o The tracking of pupils on the Learning Skills Register using:
 - reported progress grades
 - internal and external exam results
 - in-class observations o pupils' work
 - feedback from staff, parents and pupils

Updated by AJC September 2023

Next review planned for October 2024.