

Bolton School Boys' Division – Special Educational Needs and Disability (SEND) Policy

This policy outlines the process used to identify and support pupils with learning needs and disabilities. It is written with regard to the Bolton School's safeguarding arrangements and Child Protection Policy, to the DCSF 'Every Child Matters' programme, the SEN Code of Practice (DCSF 2001), Disability Discrimination Act 2002 (SENDA), Disability and the Equality Act 2010 and Children and Families Act 2014, SEND Code of Practice 2015.

Principles

We are committed to supporting the right of all pupils to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community. The school provides a secure environment in which every pupil has a sense of belonging to a caring community, can grow in confidence and can develop in character and ability. We encourage all pupils to have a full and active part in school life.

Responsibilities

Within the Senior School, provision for pupils with SEND is planned, monitored and reviewed by the Head of Learning Support, in conjunction with the Learning Support Coordinators, and the Deputy Head (Pastoral), who meet on a regular basis.

The Learning Support Department provides all subject teachers with information on the characteristics of specific conditions and the recommended strategies for dealing with them. Pupil Plans (PP) or Individual Education Plans (IEP) inform subject teachers of specific strategies and targets in individual cases. In addition, members of staff can request INSET and advice on appropriate classroom strategies from the Head of Learning Support.

All members of the Common Room have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil his potential within the normal classroom environment. Subject teachers are expected to be aware of the learning support needs of the pupils whom they teach and to use the guidelines provided by PPs and IEPs. They are expected to address the learning support needs of the pupils in their lessons, and to recognise when a greater degree of intervention is appropriate to enable pupils to learn effectively. Subject Staff and Form Tutors may also be required to monitor and review the progress of pupils towards their PPs and IEP targets.

Identification and Assessment of Need

The School endeavours to identify at the earliest opportunity any pupil who may have SEND and to provide a graduated response to match the pupil's level of need. The following definitions are used:

- A pupil has a learning disability if they have a disability which prevents or hinders them from making use of the facilities of a kind provided to other pupils of the same age in school.
- A pupil has a learning difficulty if they have significantly greater difficulty in learning than the majority of pupils of the same age.

A pupil's needs may become apparent through:

- the School's admissions procedures, with parents and previous school reports, on tests and in interview.
- routine testing of Year 7 entry by MidYis and Dyslexia Screener and further screening using Lucid Lass in Year 9;
- routine testing of casual entries by MidYis, Yellis, Lucid Exact, Lucid Lass and Dyslexia Screener;
- inconsistencies between baseline assessment and current attainment;
- an expression of concern by teaching staff;
- the expression of parental concerns;
- additional specialist assessment undertaken by the Learning Support Department or external assessors.

Screening

All pupils new to the school in Year 7, 9 and casual entrants into the Boys' Division, are screened for possible signs of dyslexia. Alongside cognitive ability measures from MidVis data, this gives us an initial indication of which pupils may be in need of targeted learning support and may require subsequent, additional assessments. This gives us supplementary information about where the pupil's specific needs lie. These results, along with other relevant information, are used by the Learning Support Department to identify pupils who may have particular learning difficulties. If issues are identified these boys are recommended for further assessment by the Learning Support Department, who will contact the parents with recommendations on how to proceed further.

Referral by Teachers

Subject teachers may make a referral to the Learning Support Department at any stage if they have concerns about the progress of a pupil. Similarly, the Heads of Year may make referrals concerning pupils whose grades may be a cause of concern. When pupils experience learning difficulties, or display emotional and behavioural difficulties, Heads of Year / Head of Section / Form Tutors and the Learning Support Department liaise. A record is made of the nature of the concern. Action can take any of the following forms: gathering information, observation, further screening, temporary differentiation or reasonable adjustments to the daily timetable for the pupil, formal assessment and continued monitoring. Parents who have concerns are also welcome to contact the Learning Support Department with individual enquiries.

Provision for SEND

We offer support and expertise to help resolve difficulties and promote positive actions for pupils experiencing barriers to learning. We employ a range of strategies to achieve this including:

- Identification and assessment of individual needs
- Designing individual learning programmes
- Advising and working with colleagues
- Liaising with external agencies
- Communicating with parents
- Providing accessibility through a range of resources (See School Accessibility Plan)
- Attending to the welfare and pastoral care of the pupils

Learning Difficulties

- A pupil with low level needs may not require targets to be set at all, though their profile is made available to all subject teachers. Information about appropriate strategies is also made available in a generic way to all staff. The progress of such pupils is monitored by the Learning Support Coordinators working with the Head of Learning Support, Teaching Assistants, proctors, Form tutors and Head of Year where applicable.
- Where current rates of progress are not relative to the pupil's underlying ability a formal assessment may take place and a pupil with a formal diagnosis is placed on the Learning Support Register. A Pupil Plan is communicated to all staff detailing the pupil's profile and level of required support. Staff are also issued with advice on strategies to deal with common conditions. All subject teachers are responsible for meeting the needs of pupils with learning difficulties and for providing differentiation in the classroom as appropriate.
- For a limited number of pupils who have a Statement of Need or Educational Health Care Plan, an IEP or Pupil Plan is written to provide increased support and termly reviews of progress. The Learning Support Department will meet with all pupils on the register to evaluate progression and establish any additional action or support which may be required. Pupil's with an EHCP will be the subject of an annual multiagency review meeting usually held in school and to which parents/guardians and, if appropriate, the pupil, are invited.
- Support services from outside agencies may occasionally be employed if this is deemed necessary. The School has links with Bolton Outreach Service, the Hearing Support Service, the Sensory Support Service, Child Adolescent Mental Health Service and has on occasions drawn on the services of an educational psychologist.

Pupils with a Statement of Special Educational Needs or EHCP

Pupils with an EHCP have annual targets set out in a PP or IEP, with strategies outlined to help them address these targets. These targets are reviewed regularly and a copy is sent to all members of staff who teach the pupil. An annual multiagency review of the EHCP is conducted in conjunction with the parents, LEA and Support Services and where appropriate, the pupil (and friends) may also be invited to part of the meeting.

Where additional assistance is needed, the school will do its best to ensure that the necessary provision is made, as detailed in the School Accessibility Plan.

English as an Additional language [EAL]

The School recognises that a child may need EAL support, but may also have SEND. Support for students with English as an additional language is set out in the EAL Policy.

Supporting Pupils at School with Medical Conditions

Individual Health Care Pupil Plans will be drawn up by the members of the Proctors team in conjunction with relevant pastoral staff.

IHCPPs include information about:

- the medical or physical condition;
- daily care requirements;
- the extent of staff and parental involvement; · emergency procedures.

Supporting pupils with Irlen Syndrome / Visual Stress

Pupils may attend the Learning Support Department for a preliminary assessment if they report symptoms of visual stress. Coloured overlays may be issued for a trial period. Pupils will be referred to an Irlen specialist for professional assessment as required.

It is BSBD policy that pupils are personally responsible for bringing and using their overlays when required as normal equipment for the lesson and in examinations as necessary (like a pair of spectacles.) No special access arrangements are required from the examination boards, but the use of overlays in external examinations must be cleared first with the Learning Support Department and the examinations office. In all cases, use of overlays in exams should reflect the normal working practice of the candidate.

Photocopying onto coloured paper may also alleviate visual stress when close reading is required. It is BSBD policy that only those pupils with a professional Irlen Syndrome Assessment have specific coloured paper provision. Other pupils will use overlays as required. Again it is more effective when independent, extended, close reading is required and when the text is dense. All examinations and worksheets/ class notes which require this kind of reading should be printed onto coloured paper for these pupils.

External examinations will also be copied onto coloured paper for these pupils.

Provision is made for those pupils with a professional diagnosis of Irlen Syndrome to have coloured paper for writing. This is allocated by the Learning Support Department as requested. It is the personal responsibility of the individual pupil to collect paper/ books as required.

Special Examination Arrangements

1) Internal Examinations

Special consideration for Internal examinations will be determined by our screening of pupils.

2) External Examinations

In year 10 some pupils on the Learning Support Register are formally assessed by the school's appointed Specialist Assessor in order to determine their eligibility for 'Access Arrangements' for GCSE examinations. Pupils may need

to be tested again in Year 12 to determine whether or not they still qualify for 'Access Arrangements' for AS and A2 examinations. The criteria for these arrangements are set out clearly in the Joint Council for Qualifications booklet which is published and updated every year. The school is subsequently inspected and required to present evidence in order to confirm our adherence to the regulations. These arrangements may include any, or all, of the following: up to 25% extra time, a reader, a scribe, the use of a laptop or rest breaks.

Part 1: Planned Access Arrangements for Bolton School students

In order to qualify for Access Arrangements there must be a clear justification based upon:

- a history of need.
- a history of provision for long term conditions.
- current documented learning difficulties.

At the recommendation of the school, parents will be advised by the Head of Learning Support as to the exact documentation required by the Examination Board and the arrangements for their son to complete a diagnostic assessment with the school's appointed Specialist Assessor. For pupils taking public examinations, any documentation needs to have been seen by the Head of Learning Support as soon as practically possible, but at the very least, 12 months prior to first exam sitting.

The documentation is then used alongside other supporting evidence to process 'Access Arrangements'. The Head of Learning Support and the Examinations Officer are responsible for registering these online and maintaining a record of pupils registered for these arrangements.

In order to be eligible for Examination Access Arrangements, the Centre must demonstrate that the arrangements made reflect the candidate's normal way of working, including during internal tests. Where a late diagnosis is made, "normal way of working" may be evidenced by ensuring that the candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination. The Head of Learning Support would need to establish that any arrangement would have been the normal way of working had an earlier diagnosis been made.

Parents are reminded that, in order to support a request for access arrangements for GCSE or AS/ A Level, they should not seek their own Specialist Assessor but should use the school's appointed assessor. Referral to a specialist assessor should come from the school (namely the Learning Support Department) and must be accompanied by background information as detailed on a specific document referred to as a Form 8. The school's appointed assessor will have details of the candidate's normal way of working and this evidence must have been gathered before the candidate is assessed. The assessor will carry out only the tests appropriate to supporting the school's Form 8 application. The tests used must comply with the criteria required by JCQ. Where parents seek a private assessment, this may not be accepted by the school (see below) and the school may insist that its own appointed assessor is used, at additional cost to the parent.

Access Arrangements cannot be awarded purely on the basis of a private assessment/Ed Psych report. Any privately commissioned report can only be used as part of the evidence collection base and will not of itself lead to Access Arrangements being put in place. The school must follow the process stipulated by JCQ and will require further testing by the appointed assessor at the **parent's expense**. Therefore, a private report from an educational psychologist or medical practitioner will **not** automatically lead to Access Arrangements being awarded. We can only accept private reports as part of wider school evidence. A student's 'normal way of working' or history of need in school is paramount.

JCQ regulations state with regard to assessors that "it is not their role to determine what is a reasonable adjustment, but rather to help identify access arrangements that might assist the candidate."

Access Arrangements cannot be awarded purely on the basis of a medical letter.

Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the school; otherwise, it is considered malpractice.

NB A Form 8 is not required for medical conditions leading to Access Arrangements. Where a pupil has both a qualifying learning difficulty and a qualifying medical condition, Access Arrangements cannot be cumulative.

As per JCQ regulations certain applications may need to be supported with:

- a letter from CAMHS or a clinical psychologist or psychiatrist
- a letter from a hospital or consultant

- a letter from the Local Authority Educational Psychology Service
- a letter from the Local Authority Sensory Impairment Service
- a letter from a Speech and Language Therapist

Planned Access Arrangements for External Candidates (including former members of Bolton School)

Any external candidates taking exams at the Centre must provide the following:

- A Form 8 report from a Specialist Assessor
- Copies of previous Exam Access Arrangements from schools or colleges

The centre will make the application to the Exam Boards and the candidate must sign the Data Protection Sheet. The Centre will charge an external candidate an additional fee for any extra support required in order to make reasonable adjustments for him/her to access the examination.

Part 2: Emergency Access Arrangements

Temporary arrangements may be required by candidates suffering from medical or psychological illness or injury. Candidates with an illness or injury which has a direct impact on their ability to access the examination should obtain a letter from a consultant or other professional giving a brief outline of their condition and the Access Arrangements that are deemed to be necessary. For example, a right-handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around.

In all cases where an Access Arrangement or a reasonable adjustment is needed, the school is entitled to expect reasonable notice to carry out its responsibilities. Where a need for Access Arrangements has been identified before an examination session, the Learning Support Coordinator (LSC) and/or Examinations Officer should be provided with medical evidence in reasonable time.

Temporary arrangements last for one examination session. If the condition persists, a letter from a consultant or other professional will be required for the next session.

Partnerships with Parents

Parents have a vital role in the identification of and support for SEND pupils. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the subsequent target-setting, measurements of progress and reviews. Copies of PPs/IEPs are routinely sent out to parents. The Learning Support Department is available to confer with parents about any issues/concerns relating to SEND provision throughout the year.

Admissions

Pupils with SEND are admitted to Bolton School according to the same criteria as other pupils. Pupils usually take an examination for entrance to the school, unless they are transferring from Beech House – Bolton School's co-educational infant school. Access arrangements and reasonable adjustments are made available to those with the relevant history of need and history of provision. The SENDA notes the nature of provision for entrance procedures.

Transition

The School recognises the importance of close contact with feeder primary / preparatory schools, FE Colleges and Universities and the need for smooth transition between educational contexts. Information is shared between previous schools and the Learning Support Department prior to a pupil joining Senior School.

Complaints

If any parent wishes to express concern about the SEND provision being made for their child, they should follow the standard procedures for raising concerns with the School. If, at any stage, the parent feels their concern has not been addressed, they should then refer it to the Head of Learning Support in conjunction with the appropriate

Head of Year. In the event that the issue remains unresolved, then the School's Complaints Procedure may be followed (a copy of the Complaints Procedure is available on the website and from the School Office upon request).

Monitoring and Evaluation of the SEND Policy

The School's SEND Policy is reviewed on a regular basis by the Head of Learning Support and the Headmaster.

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