

Bolton School Boys' Division – Specific Learning Difficulties or Disabilities (SpLDD) Policy

This policy outlines the process used to identify and support boys with Specific Learning Difficulties 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 boys 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 boy has a sense of belonging to a caring community, can grow in confidence and can develop in character and ability. We encourage all boys to have a full and active part in school life.

Responsibilities

Within the Senior School provision for pupils with SpLDD 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. Provision for pupils with SpLDD in Junior School is planned, monitored and reviewed by the Junior School senco, in conjunction with the Learning Support Teachers', the Head of the Junior School and the Head of Learning Support 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 boy 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 boys whom they teach and to use the guidelines provided by PPs and IEPs. They are expected to address the learning support needs of the boys in their lessons, and to recognise when a greater degree of intervention is appropriate to enable boys to learn effectively. Subject Staff and Form Tutors may also be required to monitor and review the progress of boys towards their PPs and IEP targets.

Identification and Assessment for SpLDD

To identify SpLDD boys we use the following definitions of need:

- A boy has a learning disability if he has a disability which prevents or hinders him from making use of the facilities of a kind provided to other boys of the same age in school.
- A boy has a learning difficulty if he has significantly greater difficulty in learning than the majority of boys of the same age.

A boy'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 3 upon entry by CAT and Dyslexia Screener;
- 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;
- through the expression of parental concerns;
- additional specialist assessment undertaken by the Learning Support Department.

Screening

All students new to the school in Year 3, 7, 9 and casual entrants into the Boys' Division, are screened for possible signs of dyslexia. Alongside cognitive ability measures from CAT/MidYis data, this gives us an initial indication of which students may be in need of targeted learning support and may require subsequent, additional assessments. This gives us supplementary information about where the student's specific needs lie. These results, along with other relevant information, are used by the Learning Support Department to identify students 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 boy. Similarly, the Heads of Year may make referrals concerning boys whose grades may be a cause of concern. When boys 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 boy, formal assessment and continued monitoring. Parents who have concerns are also welcome to contact the Learning Support Department with individual enquiries.

Provision for SpLDD

We offer support and expertise to help resolve difficulties and promote positive actions for boys 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 boy with mild SpLDD may not require targets to be set at all, though his profile is made available to all of his subject teachers. Information about appropriate strategies is also made available in a generic way to all staff. The progress of such boys is monitored by the Junior School Senco or Head of Learning Support, working with the Teaching Assistants or Learning Support Coordinators.
- Where current rates of progress are not relative to the pupil's underlying ability a formal assessment may take place and a boy with a formal diagnosis is placed on the Learning Support Register. A Pupil Plan is communicated to all staff detailing the boy'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 boys with learning difficulties and for providing differentiation in the classroom as appropriate.
- For a limited number of boys who have a Statement of Need or Educational Health Care Plan, an IEP is written to provide increased support and termly reviews of progress. The Learning Support Department will meet with all boys on the register to evaluate progression and establish any additional action or support which may be required.
- 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 a Statement of Special Educational Needs, or EHCP have annual targets set out in an 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 review of the Statement, or EHCP is conducted in conjunction with the parents, LEA and Support Services.

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 SpLDD. Support for students with English as an additional language is set out in the EAL Policy.

Special Examination Arrangements

1) Internal Examinations

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

2) External Examinations

In year 10 some students 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. Students 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.

In order to qualify for Access Arrangements there must 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 boys registered for these arrangements.

Partnerships with Parents

Parents have a vital role in the identification of and support for SpLDD 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 SpLDD provision throughout the year.

Admissions

Pupils with SpLDD are admitted to Bolton School according to the same criteria as other pupils. Boys 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.

Complaints

If any parent wishes to express concern about the SpLDD 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 LDD/SEN Policy

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

September 2019
Review: September 2020