



## **SEND POLICY (SENIORS)**

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4  
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## 1. Guiding Principles

These procedures and associated Learning Support policies have been formulated with regard to the SEND code of practice: 0 to 25 years (2015), The Special Educational Needs and Disabilities Regulations (amended) 2015, The Special Educational Needs (Personal Budgets) Regulations 2015, The Children and Families Act 2014 and the Equality Act 2010. Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan March 2023. It is written with regard to the Bolton School's safeguarding arrangements and Child Protection Policy.

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.

This policy relates to the Senior Schools of Boys' and Girls' Divisions.

### Responsibilities

Within the Senior School, provision for pupils across the Senior Schools with SEND is planned, monitored and reviewed by the respective Heads of Learning Support (SENCo) and the Deputy Heads (Pastoral & Academic), 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 supporting them. Pupil Plans (PP) 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 (SENCo).

All teaching and support staff have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil their 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. 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 Teachers and Form Tutors may also be required to monitor and review the progress of pupils towards greater interdependence.

### Entrance Examinations for Senior School

When requested by a parent any access arrangements will be discussed before any assessment including entrance examinations. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they can do without affecting the integrity of the assessment process. Access arrangements are the principal way in which the School complies with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include, but are not limited to:

- the needs of the applicant;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the applicant and the other applicants.

The evidence of need required by the School will vary depending on the access arrangement(s) discussed. Each case will be considered on its own merit.

As an example of the evidence we will require to make reasonable adjustments whilst preserving the integrity of the assessment, **a request for 25% extra time would only be granted where there is a current Local Authority**

**Statement of Special Educational Needs; an Education, Health and Care Plan or primary school SEND support information. Information from the applicant's current educational setting will be required which details the applicant's usual way of working and the applicant's current educational setting may be consulted directly about those need.**

If your son /daughter has a formal SEND diagnosis and currently receives access arrangements in school examinations, we will need to receive a copy of the official paperwork confirming the diagnosis, alongside details of accommodations made in their current schooling in order for us to ensure they receives the appropriate level of support during the entrance examination sitting. The deadline to consider formal access arrangements in the Entrance Examination is 30th November.

### **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 screening using Lucid Lass in Year 9;
- routine testing of casual entries by MidYis, Yellis, Lucid Exact and Lucid Lass;
- 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 who have an established working relationship with the School.

### **Individual Needs Requiring an External Diagnosis**

Some conditions require a medical diagnosis or diagnosis by an Educational Psychologist e.g. ADHD, Autism, Dyspraxia and the school is not able to diagnose these conditions. Academic performance, wider school activities, assessments, observations and pupil-centred interviews may highlight factors suggestive of these conditions.

When the school believes that a pupil may have an individual need as a result of a condition that requires a medical or educational psychologist assessment, it will note these concerns, discuss with parents and advise how to obtain an assessment by an appropriate specialist if the school feels it would be helpful and the parents wish to take further action. The school works with external agencies to support pupils with diagnosed and suspected individual needs, where appropriate. Parents should be aware that some Local Authority (LA) services available to LA schools, may not be freely available to pupils attending independent schools.

### **Screening**

All casual entrants in Year 9 and above who are new to the School, are screened for possible signs of dyslexia. Alongside cognitive ability measures from MidYis 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 pupils 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 Head of Learning Support (SENCo) 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 / Form Tutors and Learning Support 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 Learning Support 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 Department working with pastoral team and teaching staff, 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 (PP) is communicated to all staff detailing the pupil's profile and level of required support. Staff are also issued with advice on strategies to effectively support pupils with Specific Learning Differences. All subject teachers are responsible for meeting the needs of pupils with learning differences and for providing inclusivity in the classroom as appropriate.
- For pupils with an Educational Health Care plan (EHC plan), a Pupil Plan is written to provide increased support and reviews of progress are conducted regularly throughout the year. Learning Support will meet with all pupils on the register to evaluate progression and establish any additional action or support which may be required. Pupils with an EHC plan will be the subject of an annual multiagency review meeting held 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.
- 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 (CAMHS) and has on occasions drawn on the services of an educational psychologist.

### **Pupils with an EHC plan**

Where additional assistance is needed, the school will ensure that the necessary provision is made, in accordance with Reasonable Adjustments as described in the Equality Act.

## **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 (IHCPP) will be drawn up by the members of the The Hub (BD) / The Hive (GD) 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 (PEEPS).

### **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. An onward referral to an Irlen specialist for professional assessment may be advised to parents.

It is Foundation 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 Learning Support. In all cases, use of overlays in exams should reflect the usual working practice of the candidate.

Photocopying onto off-white paper may also alleviate visual stress when close reading is required. It is Foundation policy that only those pupils with a professional Irlen Syndrome Assessment have this paper provision. All pupils will use overlays as required as it is more effective when reading independently. All examinations and worksheets/ class notes which require this kind of reading should be printed onto off-white paper for these pupils.

External examinations will also be copied onto off-white paper for these pupils.

### **Special Examination Arrangements**

#### **1) Internal Examinations**

Special consideration for Internal examinations will be determined by the SENCO through the identification of a picture of need.

#### **2) External Examinations**

No earlier than Year 9, 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 bilingual dictionary, 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 a clear justification based upon:

- a clear picture of need
- a history of provision for long term conditions
- current documented learning difficulties or disabilities

At the recommendation of the school, parents will be advised by the Head of Learning Support (SENCo) as to the exact documentation required by the Examination Board and the arrangements for their child 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 (SENCo) as soon as practically possible, but at the very least, 12 months prior to the first examination sitting.

The documentation is then used alongside other supporting evidence to process 'Access Arrangements'. The Head of Learning Support (SENCo) 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 usual way of working, including during internal tests. Where a late diagnosis is made, "usual 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 (SENCo) would need to establish that any arrangement would have been the usual 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 official JCQ documentation. The school's appointed assessor will have details of the candidate's usual 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 application for Access Arrangements. 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/Educational Psychologist 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 pupil's 'usual way of working' and 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."

**Senior School will only accept diagnostic reports or requests to gather evidence, such as for an ADHD referral, from those practitioner's registered with the Care Quality Commission (CQC), following consultation with the child's registered GP.**

**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.

**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 appropriate. For example, a right-handed candidate whose right arm is broken may need a scribe and supervised rest breaks, as it is not their usual way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may only 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 Head of Learning Support (SENCo) 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 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 all other pupils. Pupils usually take an examination for entrance to the school. Access arrangements and reasonable adjustments are made available to those pupils with the relevant picture of need (which is reflective of determining their usual way of working) and history of provision.

## **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 refer their concerns to the Head of Learning Support (SENCo).

## **Monitoring and Evaluation of the SEND Policy**

The School's SEND Policy is reviewed on a regular basis by the Heads of Learning Support and the Heads of Senior Schools.