



St Paul's School  
FOUNDED 1509

## Learning Support (LS) and Special Educational Needs and Disabilities (SEND) Policy

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

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## **1. Introduction: Principles and Aims of Learning Support**

St Paul's School (SPS) is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- Ensuring that all pupils get the support needed in order to access the School's educational provision.
- Treating SEND pupils equally with their peers.
- Making reasonable adjustments so that SEND pupils are not put at a substantial disadvantage in matters of admission and education.
- Ensuring that pupils with SEND engage as fully as practicable in the activities of the School.
- Ensuring parents are informed when special educational provision is made for their child and ensuring parents are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the school):

- Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'

### **1.1 Learning Support Overview**

1.1.1 Learning support from the teaching staff at St Paul's exists to assist pupils at the school to fulfil their academic potential, whether they are our most gifted, or need extra support, and whether or not they have a specific learning difficulty or disability. Learning support is available to all pupils when they need it: it may be short-term via the drop in/bookable Study Skills Clinic slots for pupils who need some extra guidance but don't have a formally identified

specific learning difficulty, for example, as a result of absence from School or difficulty with a particular subject, or longer- term time framed interventions, for pupils with formally identified specific learning difficulties. The Learning Support Department works to develop pupils' academic skills to become independent and resilient with their learning and support teachers in developing pupils with SEND in the classroom.

1.1.2 The majority of pupils who arrive at SPS with existing formal identification (diagnosis) have at least one specific learning difficulty. In most cases subject teachers will be able to meet these individual needs within the classroom through high quality teaching. Some pupils may, however, require a number of 1:1 support lessons.. Approximately 18 % of SPS pupils have a diagnosis of a mild learning difficulty; one currently has an Educational Health and Care Plan (EHCP).

1.1.3 Specific objectives for the provision of learning support in this policy are:

- Identify, assess and plan provision to meet individual learning needs and well-being of pupils experiencing difficulties in their learning;
- Monitor, record and report on progress of pupils with SEND;
- Coordinate the efficient use of resources and support the efforts of staff to meet more effectively the needs of pupils with learning difficulties;
- Promote access to a balanced and broadcurriculum;
- Develop opportunities for partnership with parents to support pupils with SEND to make a successful transition into becoming an adult and into higher education and British Society;
- Establish effective working arrangements with appropriate external agencies, experts and the wider community.

## **1.2 Definitions (SEND Code of Practice, 0-25 Years, Jan 2015)**

1.2.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

1.2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **1.3 Roles and Responsibilities**

1.3.1 **Governors:**

- To ensure that the SMT is discharging its duties and supporting Heads of Department (HoDs) and teaching staff to fulfil theirs, e.g. by providing adequate resourcing and INSET for teachers in SEND teaching and support of pupils. The Governing Body

Committee specifically responsible for Learning Support is the Education Committee. They should regularly review and evaluate the breadth and impact of the support they offer or can access.

#### **1.3.2 SMT:**

- To apply a whole-school approach to meet individual pupil needs with reference to both the guidelines provided by the SEN and Disability Code of Practice, 0-25 years, January 2015 [SEND Code 2015]; Children and Families Act 2014 and the Equality Act 2010;
- to ensure that no pupil is discriminated against in any area of school life on the basis of their disability or learning difficulty;
- to consult the Head of Learning Support (HoLS) on decisions that will have a direct effect on pupils with SEND needs prior to final decision-making;
- to ensure that there is support for teachers to meet the learning needs of these pupils and that appropriate resources and INSET are available.

#### **1.3.3 Head of Learning Support [HoLS]:**

- To keep abreast of legislation and statutory guidance, and to ensure that St Paul's provision and policies are up to date;
- to oversee the day-to-day operation of the School's Learning Support Department;
- to line manage the Learning Support specialist teachers [LS teacher];
- to give one-to-one support lessons for those pupils with formally identified specific learning difficulties who need them;
- to liaise with, advise and train colleagues;
- to co-ordinate available provision for pupils with Specific Learning Difficulties and/or SEND;
- to review and maintain the records of all pupils with Specific Learning Difficulties and/or SEND;
- to recommend to parents where appropriate further formal assessment of their child, e.g. by the in-house assessor, or, where necessary, full diagnostic assessments (formal identification) conducted by external assessors who have an established relationship with the School, particularly in the case where a pupil has not previously undergone formal diagnostic assessment. (A list of assessors who have a pre-established relationship with the School is available from the HoLS);
- to contribute to in-service training of teachers;
- to liaise with external agencies;
- to liaise with the exams office on public exam access arrangements and reasonable adjustments according to the needs of SEND pupils, and assisting with the smooth provision of arrangements whilst adhering to public exam regulations with the administrative support of the full time LS Department Administrator and the learning support team.

#### 1.3.4 Heads of Department:

- to provide guidance to subject teachers where the teacher has concerns about a pupil's lack of progress;
- to assess with the teacher the areas of concern and what measures should be implemented to help meet a pupil's individual learning need to help them to make expected progress;
- to advise a teacher, if appropriate, to make a referral to the Learning Support Department

#### 1.3.5 Tutors:

- to keep themselves familiar with the individual learning needs of pupils within their tutor group by consulting records maintained in iSAMS;
- to liaise with HoDs/subject teachers about pupils in their tutor group who are failing to make expected progress in one or more subjects and to make enquiries with other subject teachers to find out whether the pupil is having a similar pattern of difficulty in other subjects;
- to read Learning Support reports on their tutees already on the LS List and alert the Learning Support Department if there appear to be new concerns emerging.
- to read tutee's subject reports/grades reports (tutees not already on the LS List) and alert the Learning Support Department if there appear to be emerging issues/evidence of a SEND and/or for the need for exam concessions.

#### 1.3.6 Learning Support Specialist Teacher

##### Teaching and Assessment

1. to teach 1:1 LS and occasional small group lessons as required. Approx. 27 lessons of up to 35 minutes, per week. LS lessons for Eighth Form pupils are within timetabled lesson time [study periods], and those for other pupils before and after school, and at lunchtimes.
2. to support/teach EAL pupils as required.
3. to keep accurate records of attendance and of lesson content;
4. to keep parents informed of what has been covered and their child's progress
5. to notify the tutor when a pupil has not attended a lesson.
6. to help administer Fourth Form (Year 9) and Lower Eighth (Year 12) screening and further informal cognitive assessments as required.
7. to complete pupil profiles of those they teach such as the profile of need and classroom evidence for documentation for access arrangements - Form 8 and 9 section 1 and 2.
8. to advise teachers on how to support a pupil they teach, and to observe pupils in lessons.
9. to liaise with colleagues, including HoDs, subject teachers, tutors, Undermasters (Heads of Year), to keep communication and information gathering on a pupil consistent and up-to-date. to attend Parents' Evenings and whole-staff INSET/meetings as required.

### Administration

10. to assist with devising pupil profiles and putting them onto the Learning Support information systems, providing teachers with background information, including suggested teaching strategies.
11. maintain accurate records.
12. supply information for university pupils (UK and US).
13. to assist with the access arrangements of the pupils they teach.
14. to be aware of legislative changes and inspection requirements/policies
15. to assist the LS Department Administrator with general administration within the department at peak times.
16. to assist with the reading of LS reports/subject reports/grades on pupils and deal with new issues as they arise.
17. to assist with the invigilation of pupils with exam access arrangements in computer rooms during internal and public exams.
18. Any other reasonable tasks that arise from the LS Department's work.

#### **1.3.7 Teachers:**

1. to familiarise themselves with the individual learning needs of pupils within their class by checking on iSAMS for notes inputted by the HoLS or LS teacher on the Learning Support List and any exams concessions (Exam Concessions List);
2. to implement strategies in class to ensure access for all learners;
3. to respond to LS department's requests for information in a timely manner, especially for external assessments and access arrangements evidence;
4. to keep and provide evidence of a pupil's 'normal way of working' for exam concessions and provide this to the SEND department when requested, as well as to refer pupils to the LS department if exam concessions are requested by pupils or parents;
5. to discuss a pupil's needs with the HoLS/LS teacher, and pupil's tutor where they require further guidance; and to liaise with HoLS/LS on an ongoing basis as necessary to supporting progress in their subject, whilst the pupil is receiving 1:1 LS lesson support;
6. to monitor the progress of pupils with SEND;
7. if the measures implemented do not result in the pupil making expected progress, then the teacher should contact their HoD and tutor to highlight their concerns about the pupil;
8. when all measures in class/in department have not enabled the pupil to make expected progress the teacher should make a referral to the Learning Support Department;
9. to produce internal reports for pupils in their classes who are on the LS List when required to do so, for tutors/HoLS and to ensure evidence of need and normal way of working is recorded;
10. when completing LS Reports or the exam information grid, to ensure that advocating an award of ET is accompanied by a brief supporting observation in the available comments box.

## **1.4 Admission Arrangements**

- 1.4.1 Details for admissions are given in our Admissions Policy. In order to be offered a place, pupils must have met the required standards in the School's entrance examinations. The School will make 'reasonable adjustments' (Equality Act 2010) for pupils recognised as having a SEND need.

## **2. Support in Practice**

### **2.1 Starting at St Paul's: Admissions, Screening and Identification of LS Needs in the Fourth Form (Year 9), and Beyond**

- 2.1.1 Pupils enter St Paul's Fourth Form (Year 9) at 13+. Approximately half the cohort comes from St Paul's Juniors, and half from feeder preps and local primary schools. We receive assessment and medical reports from previous schools which detail what SEND needs a pupil has, and what has previously been offered. We ask parents to provide full information on their son at the application stage. The Admissions Office sends details of those pupils with existing LS needs to the HoLS for review prior to the entrance examinations. The HoLS then advises the Admissions Office on the exam concessions that may be awarded in the entrance examinations and whether the School will be able to meet the needs of individual pupils who may qualify for reasonable adjustments. All identified SEND should be supported by recent assessments by a qualified professional who is based in the UK, HCPC registered and follows the NICE guidelines for assessments. We prefer assessments from professionals who have assessed other Paulines and this list can be shared with parents on request.
- 2.1.2 All new Fourth Formers are screened in the first half of the Autumn Term in order to see whether any specific learning difficulties are present that might not have been picked up at a pupil's previous school. The screening tools used are Lucid EXACT. During the Autumn Term, pupils also take MidYIS tests (tests of underlying ability). Subject teachers and tutors are also asked to monitor how pupils are progressing in the Autumn Term and beyond. Where these various sources of information appear to suggest a SEND need, the HoLS/LS teacher will undertake some further informal screening as appropriate.
- 2.1.3 If evidence suggests that further testing may be required, either a detailed cognitive screener will be conducted free of charge by our in-house assessor, or if parents wish to have a full diagnostic assessment carried out, they will pay for such an assessment, having first checked with the HoLS for a list of assessors who have an established relationship with the School.
- 2.1.4 Parents who are considering US university admissions testing via ACT or College Board (SAT) for their son, should contact the HoLS as early in Sixth Form as possible. A US compliant diagnostic cognitive assessment report may need to be carried out prior to application for US



test accommodations, for test sittings in the Autumn Term of the Lower Eighth. Please note that ACT expects exam access arrangements to have been in place in school for at least twelve months prior to application. College Board expects them to have been in place at least four months prior to application for test accommodations.

## **2.2 The Learning Support List on iSAMS**

2.2.1 The details of those pupils who have SEND needs, or who are being monitored, are recorded on iSAMS on the LS List. Teachers should consult the database by clicking on iSAMS main page and then via 'SPS Custom Reports' or by going onto their 'My Home' page on iSAMS and looking up my LS List/Exams Concessions List for 'My Teaching'. HoDs can find similar information under 'My Department' to find out the LS Profile needs and exam concessions needs for all pupils taking their subject across the School. Pastoral leaders obtain the information via 'SPS Custom Reports' so that they can review the entire LS Profile List and entire Exams Concessions List. SEND background information and teaching tips are offered to teachers to help them to support the individual pupils in lessons, and any exam concessions trials are also listed for each pupil. Details are also given of external agencies involved.

2.2.2 Teachers should discreetly record in planners or mark books pupils in their classes with SEND needs.

2.2.3 Pupils causing concern with their academic progress are broadly classified by a system of four coloured stars on iSAMS:

- ★ Blue star: no formal diagnosis - being monitored;
- ★ Grey star: formal diagnosis [mild] - being monitored;
- ★ Yellow star: 'receiving 1-1 support in the LS department - may or may not have a formal diagnosis;
- ★ Red star: receiving 1-1 support in the LS department - may or may not have a formal diagnosis + high-level concern.

2.2.4 Where a pupil is making lower than expected progress or exhibiting learning difficulties teachers and HoDs should fulfil their responsibilities as stated in the Roles and Responsibilities section above before making a referral to LS. This requirement is not designed to discourage referrals, but rather to ensure that a referral is seen as the second stage in supporting a pupil. Advice for such support can be found on the [LS intranet pages](https://intranet.stpaulsschool.org.uk/learning-support) (<https://intranet.stpaulsschool.org.uk/learning-support>).

2.2.5 Once those responsibilities have been fulfilled, if a pupil is still making lower than expected progress or exhibiting learning difficulties, a referral should be made to LS. A referral can be

made by a teacher, HoD, HoF, tutor or UM. If there is any doubt who should complete the form, advice should be sought from the HoLS.

2.2.6 Referrals are made via the [Referral Form](https://intranet.stpaulsschool.org.uk/learning-support/for-teachers/referral-form) (<https://intranet.stpaulsschool.org.uk/learning-support/for-teachers/referral-form>).

2.2.7 Once a referral has been made the LS team will start to gather evidence of the pupil's need. As part of this process, teachers may be asked to fill in one or more of the following checklists:

- NWOW – normal way of working – mainly around speed of working and whether there are processing issues and a need for extra time;
- ADHD – whether specific traits are evident and merits further investigation;
- Social communication – whether there may be an underlying social communication need that needs to be investigated further.

Teachers are required to fill in these forms as soon as possible, helping ensure a pupil receives the support they need quickly.

2.2.8 Flow chart of the referral process:



## **2.3 Graduated Provision**

- 2.3.1 Whilst not bound by the Code of Practice, St Paul's offers a model of good practice: a 'graduated approach' - a four-stage cycle - to support those with SEN: Assess > Plan > Do > Review.

### **1. Assess**

In identifying a child needing learning support within a subject, the Learning Support team, working with the pupil's teacher, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, the pupil's previous progress and attainment, as well as information from the tutor on the School's core approach to pupil progress, attainment, and behaviour across subjects. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of learning difficulties, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the HoLS should contact them if the parents agree.

### **2. Plan**

Where it is decided to provide a pupil with specialist 1:1 teaching from the LS Department, parents are formally notified. We will inform the pupil's subject teachers of his needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the LS section on iSAMS. NB where the award of an exam concession provides adequate compensation without the need for other adjustments in lessons or learning support lessons, then the need to place a date for review might not be necessary. E.g. the award of use of a Word Processor or extra time, might be sufficient adjustment and resolves the pupil's difficulty in the subject.

### **3. Do**

The subject teacher remains responsible for working with the pupil in that subject on a daily basis. Where the interventions involve group or scheduled one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil in their subject. They work closely with specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The HoLS supports the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The tutor maintains an overview of the pupil across the subjects.

### **4. Review**

Teachers with LS-listed pupils in their classes write a brief internal summary of interventions and effectiveness using the reports module of iSAMS on all year groups at the end of the

Autumn term. The effectiveness of the support and interventions and their impact on the pupil's progress are then reviewed by the tutor.

The subject teacher, working with the tutor who seeks guidance from the HoLS/LS teacher where needed, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This also satisfies the requirements of the Joint Council for Qualifications (JCQ) for ongoing evidence of need for examination concessions (see Section 3).

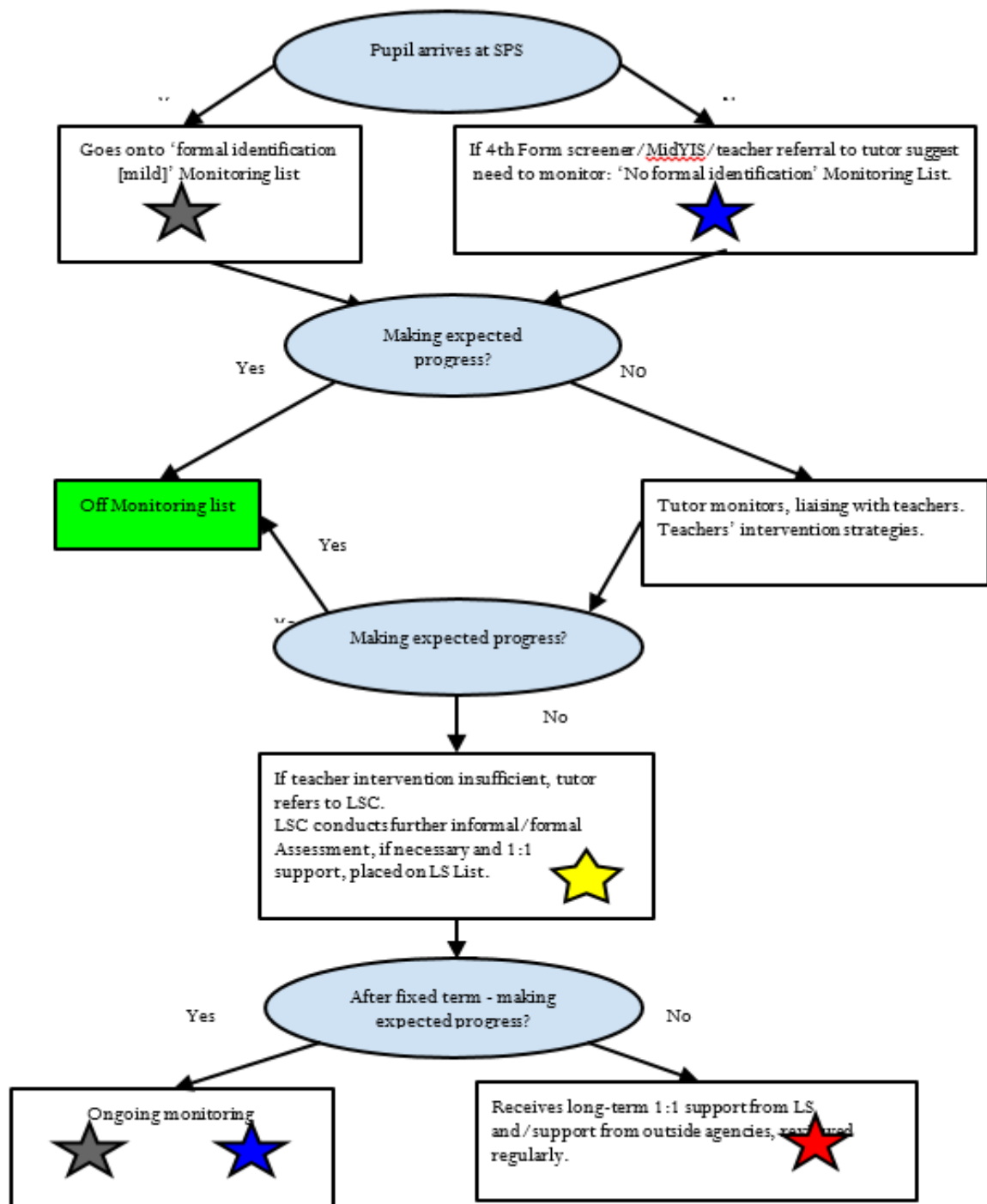
The impact and quality of the support and interventions are evaluated, along with the views of the pupil. We track the progress of SEND learners, in line with the school's reporting cycle, to ensure that pupils are meeting targets set for their academic subjects. At the end of the academic year, there is an internal review of the pupils who will require further intervention for the following term. Pupils also fill in a feedback questionnaire on their own evaluation of the effectiveness of the LS provision on their progress.

2.3.2 The HoLS and LS teacher can offer 1:1 specialist teaching where in-class differentiation and departmental support, or informal LS support, such as bookable Study Skills lunchtime clinics run by the LS teacher, have not helped a pupil to make expected progress.

2.3.3 In certain cases, outside agencies, e.g. CAMHS, will be required to provide additional support and/provision for a pupil with severe SEND.

2.3.4 This flowchart summarises the process:

## Graduated Learning Support Flowchart



\* LSC: Learning Support Centre

## **2.4 Safeguarding SEN Pupils**

- 2.4.1 The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse (see Appendix 1 of the SPS Safeguarding and Child Protection Policy). We also recognise that such pupils may be more vulnerable to going missing from education as well as to being drawn into terrorism through radicalisation. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School: the tutor system and tutor group meetings, the Undermasters' record, Welfare Concern file, Bullying File and Child Protection file, as well as the weekly minuted Pupil Welfare meeting. The welfare of pupils of concern or in need is actively monitored by staff, all of whom are trained in safeguarding and reported to the Designated Safeguarding Lead (DSL) and Deputy DSL, who are trained and experienced in advising and decision-making in respect of appropriate actions to take (including managing referrals), support mechanisms to provide and record-keeping.
- 2.4.2 The School Counsellors will be involved in supporting the child where this is deemed to be appropriate and the DSL will liaise with Children's Social Care regarding involvement of outside support agencies as necessary. Special consideration will also extend to the provision of safeguarding information, resources and support services in community languages and accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL. Further details are included in the Policy for Looked After Children.

## **2.5 HoLS's Support for Teachers, and INSET to Departments**

- 2.5.1 The HoLS works with teachers to provide advice on how best to support a pupil. Teachers are able to book appointments/drop in to see the HoLS in room 222, GTB2 or the LS specialist teacher in 223, GTB2, or to email her in order to obtain advice. The HoLS also meets with departments on a rotational basis throughout the year, in order to offer training and advice.
- 2.5.2 The Learning Support resource pages on the Intranet provide information for teachers, tutors and pupils on a wide range of learning difficulties plus practical suggestions on how to support learning difficulties in class. There are induction sessions for all new teachers.

### 3. Access Arrangements

#### 3.1 Public Exam Access Arrangements

- 3.1.1 The HoLS organises the provision of exam access arrangements with the help of the LS teachers, LS administrative support, Examinations Officer and Deputy Examinations Officer. Public examination access arrangements are overseen by regulatory bodies such as the Joint Council for Qualifications [JCQ] and Cambridge Assessment International Education [CAIE]. The HoLS must follow the regulations for the award of exam access arrangements stipulated annually by such bodies.
- 3.1.2 Before a pupil can be assessed/reassessed for the award of exam access arrangements, school-based evidence must be submitted by subject teachers evidencing the need for an exam access arrangement (e.g. because the pupil frequently runs out of time in class tests where others do not), and once that has been established, demonstrating that new arrangements/adjustments have become the pupil's normal way of working and that they derive 'substantial benefits'<sup>1</sup> from this way of working. This is evidenced by trialling extra time in in-class timed tests and in summer exams.
- 3.1.3 Subject teachers must be in agreement with the proposed exam access arrangement. Evidence is considered on a subject-by-subject basis as per the JCQ regulations.<sup>2</sup> Once this evidence has been collated, the in-house assessor will conduct a detailed non diagnostic screener free of charge that fulfils JCQ criteria. JCQ does not require a full diagnostic assessment but emphasises that in-house assessors should be used in most cases for the purposes of exam access arrangements. In the vast majority of cases, JCQ is looking for two below average scores in speed of cognitive processing and/literacy attainment.
- \* Evidence collated by full time LS Department Administrator.
- 3.1.4 In the rare case that parents appoint an external assessor, the assessor must have an established relationship with the School, and school-based evidence must be submitted to the external assessor prior to an assessment being carried out. If the aforementioned conditions are not met, the School will be unable to accept the findings of the external assessor for the purposes of exam concessions. Our assessors have an established relationship with the school. At the point an assessor is engaged / employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate. All SEN assessments are carried out by either Iona Mitchell or Nina Devereux, both are appropriately qualified to Level 7, as required by JCQ regulations in AA, section 7.3. Disclosure and confirmation of qualifications are checked annually and required as part of our monitoring purposes and copies of all relevant certificates are kept on file.

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<sup>1</sup> 'Access Arrangements and Reasonable Adjustments', published annually on 1st September.

<sup>2</sup> 'Access Arrangements and Reasonable Adjustments'



### **3.2 Internal Tests and Examination Arrangements**

- 3.2.1 Pupils whose 'normal way of working' has been evidenced as requiring extra time or other access arrangements, will be awarded these concessions in both internal school tests and examinations, and in public examinations.

#### ***Laptops and Computers***

- 3.2.3 The School encourages pupils to use laptops and computers where appropriate to their need\* - see SPS Laptop, Computer and Processor Policy in Appendix 2. Pupils with special educational needs and learning difficulties who have not yet learned to touch-type are encouraged to take advantage of typing courses available online. The HoLS can also recommend external touch-typing courses.
- 3.2.4 The HoLS liaises with the teacher in charge of internal exams to co-ordinate arrangements for use of computers. For use of a computer in external exams, the HoLS must be satisfied that this is the pupil's normal way of working in the subjects requested once an appropriate need for use of a computer has been established e.g. a specific learning difficulty that affects the quality of the pupil's handwriting/a physiological difficulty. This will normally mean that the pupil uses the laptop in class, for homework and in class tests as well as end of year internal exams. Pupils using laptops in external exams must be invigilated separately: the Examinations Department organises arrangements for separate invigilation and is responsible for ensuring that the laptops meet the requirements established by the Joint Council for General Qualifications in their document Regulations and Guidance relating to Candidates with Particular Requirements, which is revised annually. Please see Appendix 2 for the full SPS Laptop, Computer and Processor Policy.

### **3.3 Communications with Universities**

- 3.3.1 The LS Department's specialist teachers are able to offer advice to pupils when they complete their UCAS forms. For example, the pupil may wish to request access arrangements/reasonable adjustments for the university admissions process e.g. at interview or for admissions tests.
- 3.3.2 Universities will usually request confirmation from the School that the pupil's requests for any reasonable adjustments are as stated on the UCAS form and are awarded in public examinations. The LS Department will provide letters confirming access arrangements to pupils in the L8th or when they leave SPS as a record of the provision made for them while at SPS.
- 3.3.3 Universities often ask newly arrived undergraduates to provide documentation to confirm the exam access arrangements received during public examinations. Old Paulines may contact the LS Department for copies of documentation that the School holds on file. The School will send

this documentation to the Old Pauline for them to submit this documentation directly to their university.

### **3.4 Supporting Pupils with Medical Conditions and those with Mental Health and Wellbeing Concerns**

- 3.4.1 Where appropriate, medical notes should be made known to the HoLS so that appropriate concessions in lessons and in exams can be arranged. These will be forwarded to the Head of Examinations. The HoLS attends the weekly Pupil Welfare Meeting to share information on those whose welfare is a concern, and meets as necessary with the Deputy DSL, and offers learning support to pupils where appropriate.

### **3.5 Physical Accessibility**

- 3.5.1 We recognise that some children with special educational needs and learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of St Paul's School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

## **4. Management and Review**

### **4.1 Storing Information**

- 4.1.1 Hard copies of assessment reports etc. will be kept locked in the LS Department's office/s in a lockable filing cupboard. Electronic copies will be stored within Langley J and also within ISAMs Pastoral Module and SEND Manager. All data will be stored for seven years from the date of a pupil's departure from SPS, in accordance with the Data Protection Act. In order to facilitate the briefing of teachers and tutors, details of a pupil's learning needs will be entered onto iSAMS along with advice on how best to support a pupil in lessons. Only teaching staff have access to these records.

### **4.2 Educational Health and Care Plans (EHC plans)**

- 4.2.2 Parents have the right under s 329(1) of the Education Act 1996 to ask the Local Authority to make an assessment with a view to drawing up a EHC plan. The School also has the right (under s 329A) to ask the Local Authority to arrange an assessment. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

- 4.2.3 Where a prospective pupil has a EHC plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC plan can be delivered by the School.
- 4.2.4 For further information regarding the provision of EHCP's, parents should contact their Local Authority for advice.
- 4.2.5 EHCPs of all pupils in this category, whether placed by parents or the LA, are reviewed annually and the required curriculum so provided as set out in the EHCP (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the School to review the EHCP, but it is good practice for the School to check that the review takes place, and the School to co-operate with the LA in the review process.

In each case circumstances are slightly different but once a pupil has entered SPS, typically we:

1. Invite the specialist advisory teacher from the Local Authority to visit the School in order to provide specialist INSET to the LS teachers, School Nurses, tutor, UM and subject teachers, support staff as appropriate;
  2. Host Annual Reviews to which the parents, pupil, tutor and the specialist advisory teacher are invited. Reports from teachers as well as the views of all present at the meeting are reviewed. Key transition points e.g. entrance to SPS; from Year 9 to GCSE; from GCSE to A Level and then onto Higher Education would provide areas of particular focus for some of the Annual Reviews;
  3. Provide regular specialist 1:1 teaching from the LS Department if required or arrange for additional lunchtime support from subject teachers funded by the Local Authority. The School will also organise any relevant medical support from the School nursing team as appropriate. Where a full-time teaching assistant/healthcare assistant is required to support the pupil throughout the school day, the School would recruit accordingly, as funded by the Local Authority;
- 4.2.6 There is currently only one pupil with an EHCP in the senior school.

### **4.3 Alternative Arrangements**

- 4.3.1 The School reserves the right, following consultation with the parents, to ask or require the parents to withdraw the pupil from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:
- the pupil is in need of a formal assessment, remedial teaching, learning support or medication to which the parents do not consent; and/or
  - the parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties; and/or

- the pupil's learning difficulties require a level of support or medication which, in the professional judgment of the High Master, the School is unable to provide, manage or arrange; and/or
- the pupil has Special Educational Needs that make it unlikely they will benefit sufficiently from the mainstream education and facilities which we provide.

4.3.2 In any of these circumstances the School will do what is reasonable to help the parents to find an alternative placement which will provide the pupil with the necessary level of teaching and support.

4.3.3 Withdrawal in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the parents' account.

#### **4.4 Appeals Process**

4.4.1 If parents do not agree with decisions made by the HoLS or do not feel that the SEND needs of their child are being met, they should, in the first instance, discuss this further with the HoLS. If they are unable to resolve this matter, parents should make a written complaint to the HoLS. If they are still unable to meet the concerns of the parent(s), they should write to the Director of Teaching and Learning. Please see the School's Complaints Procedure.

#### **4.5 Evaluating the Effectiveness of Learning Support at School**

4.5.1 Progress tracking is conducted by tutors of pupils on the LS List in consultation with the HoLS. Data from various sources, e.g. MidYIS, teacher grades, school reports, block test marks, internal school exam results are monitored to evaluate the progress of individual pupils on the LS List. Pupils complete a feedback form following intervention from the LS team.

#### **4.6 Links with Other Bodies, Professionals and Educational Establishments**

4.7.1 The HoLS maintains links with other HoLSs/SENCOs in the Rugby and Eton Groups and in the Leading Academic Day Schools group.

## 5. Appendices

### 5.1 Appendix 1      SPS Laptop, Computer and Processor Policy

This policy meets the aims of the JCQ document 'Access Arrangements and Reasonable Adjustments', 1 September 2024 31 August 2024. Any changes to the JCQ document for 2024-2025 will be noted and incorporated into this Policy where necessary.

#### **Principle of Policy**

5.1.2 The use of a word processor must reflect the candidate's 'normal way of working'<sup>3</sup> within the centre and be appropriate to the candidate's needs. Normal way of working can be defined as using a processor in lessons, for homework, in all in-class timed tests, all internal school exams, mock exams and public exams. The use of a word processor cannot simply be granted to a candidate because he prefers to type rather than write or can work faster on a keyboard, or because he uses a laptop at home.

5.1.3 To fulfil the definition of 'normal way of working', use of laptop would need to be in place by the end of the Autumn Term prior to a summer public examination, i.e. Sixth and Upper Eighth. 'Normal way of working' also means, for the vast majority of pupils, that spell check, grammar and punctuation check will be disabled during internal and public exams. It is therefore important that pupils get used to this way of working routinely and thereby develop their proofreading skills. They should either type in Notepad or ensure that these functions are turned off in Word. It is important that pupils are used to proof-reading their text manually as a matter of routine so that they do not lose marks for spelling, punctuation and grammar in exams.

#### **Those Who Would Benefit**

5.1.4 The following types of candidates would be likely to benefit from the use of a word processor:

- Those with a diagnosed specific learning difficulties/SEND which has a substantial and long-term adverse effect on their ability to write legibly/with at least average speed/ to organise and plan their ideas when writing by hand;
- a medical condition;
- a physical disability;
- a sensory impairment;

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<sup>3</sup>JCQ, 'Access Arrangements and Reasonable Adjustments', published annually on 1st September.

- poor handwriting – i.e. writing that is un-markable because at least 10% of words are illegible.

### Decision Making

- 5.1.5 The majority of cases for the use of a word processor will emerge from the screening of new Fourth Form pupils during their first term within the School.
- 5.1.6 All pupils who have been allowed to use a word processor in their prep or primary school will be allowed to type in appropriate subjects when they arrive at SPS as an interim measure. Over the course of the Fourth Form Autumn Term, the year group is screened and this includes an assessment of their handwriting. Any teacher observations of handwritten work are also looked at. The English and History Departments will set at least one piece of handwritten work during the first half of the Autumn Term, so that handwritten composition can be assessed. A decision confirming whether or not a pupil might type in public exams will be made by the end of the Autumn Term/early Spring Term. Those who are confirmed as being able to type in exams will continue to use a laptop in appropriate lessons.
- 5.1.7 Misusing a laptop in lessons could result in a pupil receiving a sanction from his subject teacher such as a Friday detention.
- 5.1.8 Occasionally, at a later stage of a pupil's SPS career, concerns about a pupil's handwriting might emerge and the subject teacher will send a copy of a handwritten script to the HoLS for consultation. Pupils cannot self-refer for use of a processor. In borderline cases, the HoLS will ask the Director of Teaching and Learning to make a final decision on whether or not a pupil may use a processor in appropriate subjects.

*Please note that WP awarded on an informal basis at School as a result of teacher concerns, without a formal diagnostic assessment carried out by an appropriately qualified assessor, is currently allowable for public exams. Universities generally require a formal diagnostic assessment conducted by an Educational Psychologist, Occupational Therapist/Physiotherapist (depending on the underlying cause of the poor handwriting). There is, therefore, no guarantee, that this exam concession would continue at university. **N.B. It must always be the pupil's responsibility to handwrite as clearly as possible for the examiner unless there is an underlying difficulty that makes this impossible. This means that 'normal way of working' should be via handwriting in homework essays and in-class timed tests so that handwriting skills are maintained***

## 5.2 Appendix 2 Numbers and Types of SEN.

As of 03/06/2024: Total LS List 182, including those who are being monitored but do not have a formally identified SpLD/SEND.

NB some pupils experience co-morbidity i.e. two Learning Difficulties combined e.g. Dyslexia and ADHD.

Main types of Need with numbers : ADHD 48; Social Communication: 14 (13 autism); SpLD: 78 including dyslexia, dyspraxia and dysgraphia; Hearing Impairment 1; Visual Impairment: 4 Colour Blindness: 24; hypermobility: 9; SEMH – Tics/Tourette’s, anxiety -4; Medical – 4;

### **5.3 Appendix 3                      Numbers and types of access arrangements**

Extra Time – 5<sup>th</sup> form – U8th, 87;

SRBs – 4<sup>th</sup> form – U8th, 89;

WP - 4<sup>th</sup> form – U8th, 102

### **5.4 Appendix 4                      Numbers on EAL List**

46 (October 2023)

### **5.5 Appendix 5                      Cost**

- 5.5.1 Should a pupil need services such as specialist tuition by the HoLS/LS teacher, the costs of this will be met by the School. The School also covers the costs of internal detailed screening assessments carried out by the in-house assessor (these are non-diagnostic but meet JCQ requirements for exam access arrangements). The full cost of an Educational Psychologist’s assessment and report, if deemed necessary, is paid by the parents of the pupil in question.
- 5.5.2 Should a pupil require any auxiliary aids or specialist equipment in the classroom, the School will meet the costs as appropriate.
- 5.5.3 If appropriate, parents may provide auxiliary aids and services themselves.

### **5.6. References**

- 5.6.1 This policy has been drawn up with reference to legislation detailed in the Equality Act 2010, Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014, and the Order setting out transitional arrangements. This legislation covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- 5.6.2 We also refer to statutory guidance contained in the 2015 SEND Code of Practice: 0 to 25 years, the Joint Council for Qualifications’ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, Cambridge Assessment International Education’s Handbook (UK) Regulations and Guidance for Administering Cambridge Exams, the Independent Schools’ Inspectorate (ISI) Handbook for the Inspection of Schools - The Regulatory Requirements (February 2016), our own Admissions, Curriculum, Safeguarding and Child Protection policies, and the guidelines set out in the SPS/SPJ Accessibility Plan.