

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

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.

Contents

1.	Introduction: Principles and Aims of Learning Support	3
1.1	Learning Support Overview	3
1.2	Definitions (SEND Code of Practice, 0-25 Years, Jan 2015).....	4
1.3	Roles and Responsibilities.....	5
1.3.2	SMT:	5
1.3.3	Head of Learning Support [HoLS]:	5
1.3.4	Heads of Department:	6
1.3.6	Learning Support Specialist Teacher	7
	To assist with the invigilation of pupils with exam access arrangements in computer rooms during internal and public exams. Any other reasonable tasks that arise from the LS Department's work.	7
1.3.7	Teachers:	7
1.4	Admission Arrangements.....	8
1.5	Learning Support in the Academic Life of the School, and Support Offered Across the School 8	
1.6	Extension, Enrichment and Scholarship.....	9
1.7	Specific Learning Difficulties, Special Educational Needs, English as an Additional Language and Bilingual pupils	9
1.8	Staff in the Learning Support Department.....	10
2.	Support in Practice.....	10
2.1	Starting at St Paul's: Admissions, Screening and Identification of LS Needs in the Fourth Form (Year 9), and Beyond	10
2.2	English as an Additional Language, and Bilingual Pupils.....	11
2.3	The Learning Support List on iSAMS	11
2.4	The SPS 'Graduated Approach' to Providing Support to Pupils with Identified LS Needs....	12
2.6	Specialist Teaching	15
2.7	Additional Support and Provision	15
2.8	Safeguarding SEN Pupils.....	17
2.9	HoLS's Support for Teachers, and INSET to Departments	17
3.	Special Access Arrangements	18
3.1	Public Exam Access Arrangements	18
3.2	Internal Tests and Examination Arrangements	18
3.3	Communications with Universities	19

3.4	Supporting Pupils with Medical Conditions and those with Mental Health and Wellbeing Concerns	20
3.5	Physical Accessibility	20
4.	Management and Review	20
4.1	Storing Information.....	20
4.2	Health and Care Plans (EHC plans).....	20
4.3	Alternative Arrangements.....	21
4.4	Complaints Procedure.....	22
4.5	Evaluating the Effectiveness of Learning Support at School.....	22
4.6	Links with Other Bodies, Professionals and Educational Establishments.....	22
4.7	Reviewing the Policy	22
5.	Appendices.....	23
5.1	Appendix 1 SPS Laptop, Computer and Processor Policy	23
	Principle of Policy.....	23
	Those Who Would Benefit.....	23
	Decision Making.....	24
5.2	Appendix 2 Numbers and Types of SEN.....	24
5.3	Appendix 3 Numbers and types of access arrangements.....	25
5.4	Appendix 4 Numbers on EAL List	25
5.5	Appendix 5 Cost	25
5.6.	References	25

1. Introduction: Principles and Aims of Learning Support

St Paul's Senior School 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:

- Using best endeavours to ensure that all pupils get the support needed in order to access the School's educational provision
- Not treating disabled pupils less favourably than their peers
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities.
- 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 for pupils with formally identified specific learning

difficulties. The Learning Support Department works to help both pupils and teachers reach this goal.

1.1.2 The majority of pupils who arrive at SPS with existing formal identification (diagnosis) have at least one 'mild' specific learning difficulty. 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 to boost them and set them back on track to reach their full potential within lessons. Where the pupil's lack of progress within lessons requires 1:1 support for over a year, they could be designated as having a significant learning difficulty and could be considered as having Special Educational Needs (SEN). In severe cases, this SEN will fulfil the Equality Act (2010)'s definition of a 'disability' and they will be added to the school's SEND list on iSAMs. Approximately 10% of pupils have a diagnosis of a mild Specific 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 learning difficulties;
- 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 broadly based curriculum, including the National Curriculum;
- Develop opportunities for partnership with parents to support pupils with SEND to make a successful transition into becoming an adult and into higher education.
- 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 SEN 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

1.2.3 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

1.2.4 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

1.2.5 Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

1.3 Roles and Responsibilities

1.3.1 Governors:

- To ensure that the SMT is discharging its duties and supporting 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 his disability needs or learning difficulty;
- to consult 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 Policy;
- 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, is advisable. 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 oversee and take responsibility for public exam access arrangements and reasonable adjustments according to the needs of a pupil, whilst adhering to public exam regulations with the administrative support of the full time LS Department Administrator

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 needed to help him to make expected progress;
- to raise concerns with a pupil's tutor where a pupil is not making expected progress.

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 contact the HoLS with information about the nature of their tutee's difficulties and to add further context on the measures that subject teachers and HoDs have already taken to support the tutee, forwarding Referral Forms and other communications about a pupil to the HoLS;
- to keep parents informed of measures that have been taken by teachers/HoDs and any measures, e.g. drop-in/bookable Study Skills clinic (Covid protocols allowing), 1:1 Learning Support sessions, that the HoLS might have already offered in the short term; where parents raise concerns about their child having possible specific learning difficulties, to put parents in contact with the HoLS.
- 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; to keep parents abreast of what has been covered where appropriate, to enable them best to support their child at home.
4. To notify the tutor when a pupil has not attended a lesson.
5. To help administer Fourth Form (Year 9) and Lower Eighth (Year 12) screening and further informal cognitive assessments as required.
6. 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.
7. To advise teachers on how to support a pupil they teach, and to observe pupils in lessons.
8. To attend Parents' Evenings (5.30pm-8.30pm) and whole-staff INSET/meetings as required.

Administration

9. To assist with devising student profiles and putting them onto the Learning Support information systems, providing teachers with background information, including suggested teaching strategies.
10. Maintain accurate records.
11. Supply information for university students (UK and US).
12. To be aware of legislative changes and inspection requirements/policies
13. To assist the LS Department Administrator with general administration within the department at peak times.
14. To assist with the reading of LS reports/subject reports/grades on pupils and deal with new issues as they arise.

To assist with the invigilation of pupils with exam access arrangements in computer rooms during internal and public exams. Any other reasonable tasks that arise from the LS Department's work.

1.3.7 Teachers:

- 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);
- to record briefly, in mark books, pupils with Learning Support needs/SEND in each class; including keeping a record of the % increase in marks gained with the use of extra time, where appropriate; feeding this information to the LS Department after timed assessments/school exams for evidence gathering purposes; also ensuring that only those

- pupils awarded use of WP in their subject's public exams are allowed to type for the vast majority of written tasks; [WP information available on the Exams Concessions List]
- 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;
 - to monitor the progress of pupils with special learning difficulties and to adapt teaching methods where reasonable and practical to help a pupil to be able to reach his full potential in the subject;
 - to observe where a pupil *not* previously formally identified with a specific learning difficulty is not making expected progress, and to adapt teaching to try and support the pupil to make expected progress;
 - 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;
 - when all measures in class/in department have not enabled the pupil to make expected progress, subject teachers contact the pupil's tutor, who will, having collated information, consult the HoLS;
 - 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.
 - When completing LS Reports or the 'pink' marker feedback sheets, 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 disability.

1.5 Learning Support in the Academic Life of the School, and Support Offered Across the School

- 1.5.1 St Paul's is a highly academically selective school and there are many circumstances in which we offer support. Teachers are expected to be sensitive to pupils' needs, and to adapt their teaching accordingly. At any time a pupil might need some extra advice or feedback, and teachers are happy to meet with individual pupils outside lessons, by arrangement. The school offers an after-school supervised study group, where pupils can get on with work in a quiet environment where a teacher can offer generic advice. We also offer a bookable lunchtime 'Study Skills Clinic for pupils to attend when they have a specific study skill question e.g. how to plan an essay. Study skills reference books are available to pupils in the 'Self Help' section of the

School Library. Equally we offer a great deal of examination support, particularly for the 6th form following the mock GCSE examinations in the Spring Term, in the form of 'clinics' and bookable sessions, run by departments (see [here](#)).

1.6 Extension, Enrichment and Scholarship

1.6.1 A core value of the school is to 'foster a culture of scholarship, and to develop a spirit of enquiry and curiosity, through inspirational and responsive teaching.' To motivate, inspire and challenge the pupils there is enormous opportunity for extension and enrichment work, both inside and outside lessons:

- Teachers frequently teach beyond the confines of the syllabus, and in many departments off-syllabus work is explicitly included in Schemes of Work.
- The EP qualification attracts a large number of pupils who receive 1:1 mentoring from an expert staff member as they undertake an extended research project.
- The High Master's Prize provides another opportunity to engage in independent research: over the summer holiday between the Lower and the Upper Eighths and very many pupils take the opportunity to read widely for their chosen University courses while preparing for this.
- There is a vast number of academic societies, run by staff and pupils, which regularly invite distinguished speakers.
- We offer University entrance classes in the Autumn Term, and interview practice.
- We have a very fine library, with a collection of approximately 36,000 books and journals and a powerful ICT network with support.
- All pupils are allowed their mobile 'phones at all times, and many use them for notes, or as calendars and homework diaries. Increasingly, senior pupils use a laptop.
- A number of academic scholarships are awarded to those who excel.
- In our rewards and sanctions, we offer 'academic commendations' to pupils when they produce high quality work, or work on which they have clearly spent a great deal of time and effort. These go on a pupil's record. We offer, more rarely 'academic distinctions' for exceptional work – and pupils who earn these are invited to discuss their work with the High Master.

1.6.2 A more comprehensive snapshot of opportunities to support high level scholarship is given in the paper 'Snapshot of Enrichment, January 2015.'

1.7 Specific Learning Difficulties, Special Educational Needs, English as an Additional Language and Bilingual pupils

1.7.1 Pupils may have Specific Learning Difficulties [SpLD's], Special Educational Needs and/Disabilities [SEND], or not have English as their first language [EAL], and when the specific needs of a pupil cannot be met within the subject classroom, the HoLS and LS teacher can offer help, advice, or 1:1 tuition, which is included in the fees.

1.7.2 From time to time, pupils may experience emotional or medical difficulties which have an impact on their learning. The School Medical Room, staffed by a qualified nurse, is open from 8.30 am - 4.15 pm daily. The School's Medical Officer is Dr F Uddin, who advises the school on matters of hygiene and medical administration and carries out routine examinations. He visits one day a week. There are also two counsellors, Dr Robert Bor, who attends once a week on Wednesday and Dr Sara Chaudry who visits on Tuesdays. They are available on a confidential basis to pupils and will also see the parents of any pupil when this is thought appropriate or useful. Appointments may be made via the Medical Room.

1.8 Staff in the Learning Support Department

1.8.1 The department is currently made up of the HoLS, who is an experienced SENDCo and holds the NASENCO accreditation and two qualified specialist teachers in Dyslexia and Specific Learning Difficulties who are also qualified to teach EAL (English as an Additional Language) pupils. There is a qualified part-time in-house specialist teacher assessor, who is also the HoLS at St Paul's Juniors. The LS Department has a full time LS Administrator. While the HoLS and LS teacher at St Paul's will always do their best to assist pupils receiving support from them, the School does not guarantee particular results or outcomes.

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 Learning Support 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.

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 specific learning difficulty, 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, Mrs Mitchell, 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 Throughout the Fourth Form (Year 9) teachers may observe previously unrecognised areas of potential or actual difficulty in pupils, and relay observations to the pupil's tutor, and seek advice from the HoLS. Learning difficulties can manifest themselves at any stage, and teachers should alert the tutor and consult the HoLS where a pupil exhibits difficulties. Any social, medical or family circumstances which may affect a pupil's learning or his behaviour should be discussed with his tutor, who may consult the HoLS. It is preferable that staff are aware of such circumstances, but confidences from parents and pupils are respected as far as possible.
- 2.1.5 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 English as an Additional Language, and Bilingual Pupils

- 2.2.1 In order to cope with the high academic and social demands of St Paul's School, pupils must be fluent English speakers. We may recommend that some pupils, whose first language at home is not English, receive individual tuition in English as an additional language. A pupil will not, however, be regarded as having a SEN solely because English is not the language spoken at home. The LS teachers are qualified to provide EAL lessons if requested. It is a requirement of the School that all pupils entering at Lower Eighth should have passed IELTS Level 7/IGCSE English Language, as a standard university entrance requirement (Oxford and Cambridge require level 7 in all 4 categories i.e. speaking and listening, reading and writing). Pupils for whom English is an additional language (whether or not they are fluent English speakers) are listed in iSAMS. There is a separate EAL Policy.
- 2.2.2 We have many pupils who are to some degree bilingual, and provision for them is contained in the Bilingual Policy.

2.3 The Learning Support List on iSAMS

- 2.3.1 The details of those pupils who have LS 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 eg DSL's and UM's would 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.

2.3.2 Teachers should discreetly record in planners or mark books pupils in their classes with LS needs.

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

- ★ Blue star: 'no formal identification - being monitored';
- ★ Grey star: 'formal identification [mild] - being monitored';
- ★ Yellow star: 'formal identification/no formal identification: fixed term 1:1 support from LS Department up to a year or at intervals, spaced out over a number of years and
- ★ Red star: 'long-term LS Department 1:1 support for over a year or external agency involvement, plus formal identification', where progress is hampered by a SpLD/SEND more significantly.

2.3.4 A variety of filters and groups can be applied to the report (e.g. 'red star', year group, extra time etc.) This system is being updated by iSAMS and the school will transfer its records in line with the requirements of the new SEN Manager on iSAMS.

2.3.5 The 'LS intranet Resource Pages for Teachers' give advice on teaching strategies.

2.3.6 Heads of Department, when tracking pupils via the iSAMS Tracking Manager Model in their subject, can monitor the progress of pupils on the LS, EAL and Scholarship lists.

2.4 The SPS 'Graduated Approach' to Providing Support to Pupils with Identified LS Needs.

2.4.1 The SEND Code of Practice¹ requires that every maintained school 'identify and address the SEN of pupils they support' (p.92) and that 'the identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils' (p. 93). Further: '[6.17] Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less

¹ SEND Code of Practice: 0 to 25 years, HM Government Department for Education and Department for Health, Jan 2015, chapter 6, based on *The Special Educational Needs and Disability Regulations 2014*

than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.'

2.4.2 'The first response to such progress should be high quality teaching targeted to their areas of weakness.' (p. 95)

2.4.3 'Graduated support' for learning difficulties and/or SEN pupils at St Paul's is thus provided in the first instance by sensitive and appropriately differentiated subject teaching in lessons, where teachers plan to meet the individual needs of pupils.

2.4.4 Where the subject teacher believes that a pupil is not making expected progress they should first discuss the issue with their HoD to review any other strategies in lessons that might support the pupil, and consult the guidance available on the LS intranet pages. If none of these interventions has enabled the pupil to make expected progress, the teacher should complete a Referral Form and submit it to the tutor. The tutor will investigate whether other teachers have similar concerns and forward all referral forms/teacher feedback to the HoLS for further investigation.

2.4.5 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 teacher, working with the pupil's tutor and HoLS/LS team, 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. This is ascertained in a variety of ways: a focused pupil interview taken termly, or as required, takes place with the respective LS teacher, to discuss targets and review the intervention. 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.

2.5.1 In most cases, where pupils arrive at SPS with a known specific learning difficulty, they will be placed on the School's Learning Support List under the 'Monitoring' category (grey star). The HoLS, and LS teachers, will liaise with parents, subject teachers and tutor early in the Autumn Term, to ensure that the most appropriate strategies are in place in lessons in order to provide teaching that meets a pupil's individual needs.

2.5.2 Where in-class differentiation/departmental learning support strategies/homework study sessions on Mondays after school/ Study Skills drop in sessions or the bookable clinics taught by the HoLS/LS teacher), have failed to allow the pupil to progress to his best potential, it

might be decided that the pupil should have some scheduled 1:1 study skills support. The pupil would be transferred to the Learning Support List during this period (yellow star). At the end of the course of support lessons, for example after a few weeks or half a term, or a term of bi-weekly meetings, if the pupil is able to resume making progress in lessons with in-class teacher differentiation, then he would be placed back onto the Monitoring List. These lessons might go on for up to a year, if required.

- 2.5.3 If it is felt that a pupil needs longer-term support sessions, i.e. over a year, he would, at that point, be placed on the LS list, in the red star SEN category. In some instances, a pupil would be placed onto the LS List immediately upon entering SPS with a known SEN, or immediately upon formal identification once at School. This action would be followed because the special educational need was viewed as severe and possibly required additional or alternative support from external agencies e.g. specialist advisory teachers, psychiatrists etc. Pupils are flagged on the school's information system on iSAMS, in terms of severity of need and intervention, using the iSAMS colour coding; this is open to all staff, who will receive notifications, as required, including emails on updates for SEND pupils.

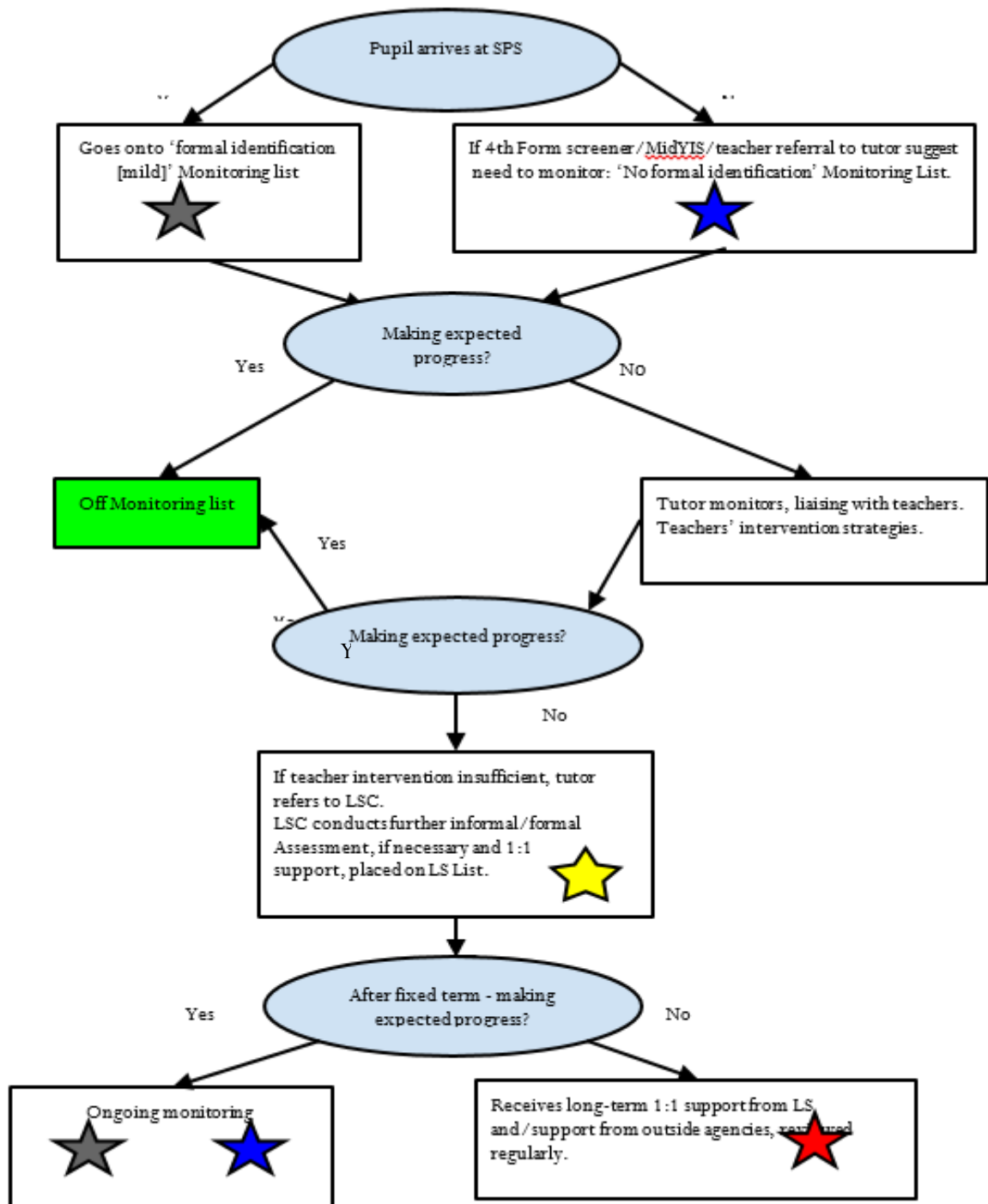
2.6 Specialist Teaching

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

2.7 Additional Support and Provision

- 2.7.1 In certain cases, outside agencies, e.g. CAMHS, will be required to provide additional support and/provision for a pupil with severe SEND.
- 2.7.2 This flowchart summarises the process.

Graduated Learning Support Flowchart



* LSC: Learning Support Centre

2.8 Safeguarding SEN Pupils

- 2.8.1 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.
- 2.8.2 The School Counsellor 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.

2.9 HoLS's Support for Teachers, and INSET to Departments

- 2.9.1 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.
- 2.9.2 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. Special 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 teacher, 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 he 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 he derives 'substantial benefits'² 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.³ 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.

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.

² 'Access Arrangements and Reasonable Adjustments', published annually on 1st September.

³ 'Access Arrangements and Reasonable Adjustments'

Laptops and Computers

3.2.2 BYOD policy now means that pupils rarely require the loan of a school laptop.

3.2.3 The School encourages pupils to use laptops and computers where appropriate to their need* SPS Laptop, Computer and Processor Policy in Appendix 2: it is also happy for them to be used in both internal and external exams. 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 draft confirmation letters and will ask both the pupil and his parents to confirm that they are happy with the letter from the School prior to its submission to the university.

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 Health and Care Plans (EHC plans)

4.2.1 NB The transition period for local authorities to transfer Statements to EHC plans ended April 2018 so all references to Statements have been removed..

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 One pupil with an EHCP is due to start in September 2023.

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 Complaints Procedure

4.4.1 If parents do not agree with decisions made by the HoLS or do not feel that the SEND of their child are being met, they should in the first instance, discuss this further with the HoLS. If she is unable to resolve this matter, parents should make a written complaint to the HoLS. If she is 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.

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.

4.7 Reviewing the Policy

4.8.1 This policy will be reviewed by the HoLS and Director of Teaching and Learning annually.

5. Appendices

5.1 Appendix 1 SPS Laptop, Computer and Processor Policy

5.1.1 This policy meets the aims of the JCQ document 'Access Arrangements and Reasonable Adjustments', 1 September 2022 31 August 2023. *Any changes to the JCQ document for 2022-2023 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'⁴ 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;
- poor handwriting – i.e. writing that is un-markable because at least 10% of words are illegible.

⁴JCQ, 'Access Arrangements and Reasonable Adjustments', published annually on 1st September.

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 12/08/2022: Total LS List 205, including those who are being monitored but do not have a formally identified SpLD/SEND.

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

Main types of SpLD with numbers as at 12.08.22 2022): ADHD 18; ASD: 7(2021:); Dyslexia 17; DCD (Dyspraxia): 3; Handwriting (informal assessment) (slow or illegible:):33 ; Dysgraphia: 1;

Slow Processing: 18; Hearing Impairment²; Visual Impairment: 6 Colour Blindness: 29; hypermobility: 8;

5.3 Appendix 3 Numbers and types of access arrangements

Extra time: 46 including pupils being trialled as well as officially awarded this exam concession and includes all current year groups as at 12/08/2022

WP: 74 all year groups as at 12/08/2022

NB Numbers constantly fluctuate.

5.4 Appendix 4 Numbers on EAL List

54, as at 12.08.22

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 generally 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.