



# SEND POLICY

St. Bede's College is a Catholic Independent Co-educational 3 - 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

## Introduction

St. Bede's College is committed to supporting the learning, attainment and personal development of all our pupils including those with additional learning needs.

When we refer to 'Learning Support' in the College it is usual to think of pupils who have special educational needs and disabilities (SEND) which refers to those pupils who have significantly greater difficulty in learning' than the majority of children of the same age. Our pupils, however, have gained entry to the College after a selective process and some may have slight difficulties or relative weaknesses in one of the aspects of their learning when compared to peers in the school, for example, dyslexia or dyspraxia. These have 'additional needs' and the College strives to support them. We encourage them to develop their strengths and help them improve in areas of weakness so that they can access the curriculum more easily and fulfil their potential in a protective, caring environment.

This policy should be read in conjunction with the school's ***Equal Opportunities Policy*** and the school's ***Accessibility Plan***.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The School aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010, the DfE Advice for Schools 2013, the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015). As an ISI independent school, the School does not have a statutory obligation to comply with the Code of Practice, but chooses to be guided by it so that the curriculum, plan and schemes of work take proper account of the needs of the pupils.

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.

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 post-16 institutions.

The school will seek to make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

A child must not be regarded as having a learning difficulty solely because the "language or medium of communication of the home is different from the language in which he or she is or will be taught." (Education Act 1996 Section 312(1) and (2))

A child who finds a particular subject difficult does not necessarily have "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. We provide additional study sessions which children can choose to attend if they need particular help with one or another aspect of a subject.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

Some pupils may not have assessed special educational needs but may have additional learning needs, in so far as they have a relative difficulty or weakness with one or more aspect of learning and when compared to their peers in the school. The school aims to support these pupils in enabling them to make progress in all areas of the school curriculum.

### **Identification**

St Bede's aims to ensure that pupils are identified and given help in areas of the curriculum where they are not thriving as expected.

Pupils with learning issues are identified:

- from information from feeder schools
- through assessment and data

- by subject teacher
- through parental enquiry

Concerns are then passed on to the Learning Support Specialist Teacher for processing.

### **Provision**

We aim to provide a graduated response to match each pupil's level of need.

The provision which we can make for children who appear to have a learning difficulty includes:

- advice and monitoring from Learning Support;
- in school assessment of need; advice to teaching staff on best practice in the lesson;
- reasonable classroom adjustments / differentiation for pupils with assessed needs;
- a structured programme of intervention;
- study support sessions and advice on referral to an educational psychologist or other outside agency for formal assessment.

We will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

### **Implementation and procedures**

*Screening test:* During a pupil's first year of joining the Senior School we will carry out screening tests. We use a spelling assessment and in addition use the Mid-Yis Test. All assessments are a snapshot of the pupil's performance on the day, and as such they are not infallible. The purpose of the tests is to detect circumstances which may need further investigation or a formal assessment, additional support within the classroom, or a programme of intervention.

*Outcome of tests:* If the outcome of a test or any other circumstances gives us reason to think that your child may have a learning difficulty, we will report and consult with you as necessary and make recommendations.

*Formal assessment:* If the test results indicate that your child may have a degree of learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed either by our Specialist Assessor or outside agency.

*Learning Support:* If the test results indicate that there may be a learning difficulty we may suggest that your child takes one of the normal curriculum lessons, on a rota basis, and instead attends a small learning support group which will concentrate on developing skills such as reading comprehension, spelling, numeracy or handwriting.

A Curriculum Support Form (IEP) is formulated following screening for each pupil. This can then be accessed electronically by all staff so that GDPR requirements are adhered to. Learning support provision and diagnostic assessments are documented. Access Arrangements for public examinations (Form 8 for the Joint Council of Qualifications- JCQ) are recorded and reviewed on a regular basis.

All teachers are teachers of children with special educational needs. Teaching staff have access to details of pupils' assessed special educational needs in the Learning Support office together with suggested strategies for good classroom practice on the school intranet.

In addition, all staff have electronic access to the Learning Support Pupils' List which is updated regularly. Pupils with special educational needs and / or additional learning needs should be noted in the teacher's mark book and accounted for in daily lesson planning.

The school complies with the existing statutory arrangements to conduct an annual Review of Statement for all pupils with a local authority Statement of SEN. The school also aims to comply with its obligations in maintaining EHC Plans for pupils as required. To date the school has one pupil with an EHC Plan (given on medical grounds).

*Concerns:* We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.

*Examinations:* Children who have been assessed as having a learning difficulty may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with the Head of Junior School / Deputy Head of Senior School / Learning Support Teacher in good time with respect to this.

In order that the provision of extra time in examinations should reflect the candidate's normal way of working, the staff strive, with the help of the Learning Support Department, to provide extra time in assessments carried out in lesson time wherever this can be achieved with a reasonable adjustment to the timetable.

Support may include;

- Removal from lessons on a rota basis
- Extra literacy or numeracy provision
- Study skills support
- In lesson support
- Mentoring

School policies on admission, discipline and other procedures e.g. school trips and examinations take account of pupils' needs.

**ALTERNATIVE ARRANGEMENTS**

**Withdrawal:** We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion:

- your child is in need of a formal assessment, remedial teaching, learning support or medication to which you do not consent; and/or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and/or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange; and/or
- your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

**Alternative placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

<b>Agreed by:</b>	Chair of Governors
<b>Date:</b>	September 2018
<b>Effective date of Policy:</b>	September 2018
<b>Reviewed on:</b>	September 2020
<b>Future Review Date:</b>	September 2022