



Learning Support and Special Educational Needs & Disabilities (SEND) Policy

(including SEND Information Report)

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| Applies to | Whole School |
| Responsibility | Deputy Head (Academic) |
| Approving Body | Academic Committee |
| Date reviewed | Michaelmas 2025 |
| Next review | Michaelmas 2026 |

1. Guiding Principles

The ethos of Wells Cathedral School is to nurture and stimulate every pupil and to provide a secure educational atmosphere, within a setting that is musically alive. We aim to create a supportive, non-stigmatised and inclusive educational environment that promotes learning and development for all of our pupils irrespective of their starting point. We believe that every pupil in our School should have an equal opportunity to enjoy their education and make the best possible progress. We have high but appropriate expectations of our pupils; embedding our philosophy of 'Esto Quod Es' ('Be What You Are') into our practice, and valuing all pupils for their individual strengths.

Wells Cathedral School will be guided by the following in formulating and executing the School's Learning Support and and Special Education Needs and Disabilities (SEND) policy:

- The Special Educational Needs and Disabilities Code of Practice 2015
- The Children and Families Act 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions
- The DFE Teachers' Standards 2012 (with particular reference to Standard 5)
- The Equalities Act 2010

We also take into account guidance from the Independent Schools Bursars' Association where it is stated that independent schools have a duty to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination, noting that from September 2012 the Act introduced a new duty with respect to reasonable adjustments :

'where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.'

2. Definitions of 'Special Educational Need or Disability' and 'Learning Support'.

The definition of Special Educational Needs is contained in the SEN Code of Practice 2015 (Introduction XIII/XIV):

"A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her."

A learning difficulty or learning disability is defined as having:

- a. significantly greater difficulty in learning than the majority of others of the same age or*
- b. 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... (Section 20 (2) of the act.*

A child or young person has a disability if :

- a. [he or she] has a physical or mental impairment*
- b. the impairment has a long-term and substantial adverse effect on [his or her] ability to carry out normal day to day activities.*

(This definition includes sensory impairments and long term health conditions such as asthma, diabetes, epilepsy and cancer.)

Special Educational Provision, referred to in the 2015 Code of Practice as 'SEN support' means:

"education or training provision that is additional to, or different from that made generally for others of the same age."

At Wells Cathedral School we believe in giving additional support to all those identified as having barriers to their learning, and so we identify and address these barriers at levels below that formally categorised under the act as Special Educational Need, when possible. These pupils with additional needs are referred to as receiving 'Learning Support'.

3. Objectives

The objectives of the Learning Support department are:

- To support pupils to be happy with who they are, emphasising strengths and multiple intelligences.
- To identify pupils requiring learning support as early as possible in their school career.
- To make relevant information available to staff in support of their curriculum planning regarding pupils' learning differences and difficulties.
- To assist in providing a differentiated curriculum appropriate to the individual's needs and abilities.
- To encourage an effective parent partnership with those whose children receive learning support, in order to implement a joint learning approach at home and school.
- To carry out or support assessments to provide information for parents, teachers and external agencies, where appropriate.
- To promote a whole school, and where possible, consistent, approach to learning support and SEND across our setting, from our Little Wellies nursery, to sixth form.

The additional department objectives for pupils with identified SEND are:

- To identify those pupils with SEND as early as possible in their school career and to inform the pupil and their parents if special educational provision is to be made for them
- To ensure inclusion of SEND pupils allowing them to take as full a part as possible in all school activities.
- To maintain relevant records for all pupils with SEND, detailing their individual needs, the intervention put in place and the progress made.
- To set Specific, Measurable, Achievable, Realistic, Time specific (SMART) targets for pupils with SEND, with a clear focus on desired outcomes.
- To review regularly the progress of SEND pupils towards these outcomes and ensure continuity of appropriate provision throughout the school.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that parents of SEND pupils are kept informed of their child's progress and attainment.
- To encourage the whole school community to demonstrate a positive attitude towards SEND and to ensure no pupil is discriminated against on the basis of his/her difference or disability.
- To further develop the Governing Body's awareness of the SEND provision in the school.
- To develop and sustain links with relevant schools, organisations and outside agencies in order better to support our pupils receiving learning support and those with special educational needs and/or disabilities.

4. Responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The SEND Code of Practice (2015) states that the SENDCO has an important role to play with the Head Master and Governing Body, in determining the strategic development of SEN policy and provision in the School.

Although we acknowledge that the roles of the SENDCO will differ across key stages, we feel that consistency of approach and good communication between Early Years, the Pre-Prep, Prep School and the Senior School is key to ensuring the best possible outcomes for our pupils.

Responsibilities include:

- Maintaining and overseeing the day-to-day operation of the Learning Support and SEND policy.
- Managing the SEND register and the register of pupils receiving Learning Support.
- Overseeing pupils' records.
- Ensuring assessments are carried out and records of progress maintained.
- Identifying and monitoring areas of need and provision across the School
- Co-ordinating the provision for pupils with SEND and those receiving Learning Support
- Overseeing the effect of the implementation of personal learning plans for appropriate SEND pupils.
- Ensuring staff are kept informed of all pupils with additional learning needs.
- Liaising with and giving advice to fellow teachers, teaching assistants and learning support assistants.
- Making arrangements to support our children and young people with SEND in moving between phases of education and in preparing for adulthood.
- Where necessary, making a contribution to INSET.
- Liaising with and advising fellow specialist teachers and learning support assistants.
- Overseeing the timetabling of individual and group lessons for pupils, as well as the timetables for learning support teachers and assistants.
- Keeping the head teachers and heads of academic studies informed about training needs and changes to statutory requirements
- Ensuring appropriate resources are available to meet learning support and SEND provision.
- Liaising with parents, alongside staff such as form teachers, house parents, key persons etc
- Taking responsibility for children with an Education and Health Care Plan (EHCP).
- Liaising with external agencies and other organisations, as required.

5. Admissions Relating to Pupils with SEND

Special Educational Needs and Disabilities include students with additional needs in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Wells Cathedral School welcomes all pupils who can make the most of the wealth of opportunities the School offers within a caring and supportive environment. Wells Cathedral School aims to promote and provide an inclusive environment for all pupils. We will always make and work towards reasonable adjustments to comply with our legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have SEND as defined by the Equality Act 2010, including those with an Education, Health and Care Plan (EHCP), for which, with reasonable adjustments, the School can cater adequately and in the best interests of the pupil.

The School will require information of SEND (e.g. SpLD, ASD, mental health etc) which may affect a pupil's ability to participate in the admissions procedure and take full advantage of the education provided at the School, so that the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the School can cater adequately for the pupil should the offer of a place be made. Parents of a pupil who has any SEND should provide the School with full written details at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any pupil with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the pupil's needs both during the admission process and once they start at the School if an offer of a place is made. Similarly, if learning difficulties/disabilities, special educational needs or another disability become apparent after admission, the School will consult with parents about reasonable adjustments that may allow the pupil to continue at the School. Both for the purpose of admission and for any SEND established after a pupil joins the School, the School will clearly outline the support provision and recommendations based on the SEND information and consultation process.

6. Accessibility

Wells Cathedral School covers a large area and consists of numerous separate buildings, many of them conservation grade listed and several stories high. The system of academic zoning and the nature of the buildings (both academic and boarding facilities) requires pupils to move around widely within the School day, often up stairs and steps in buildings without lifts or ramps. The School's Reasonable Adjustments' Committee sits as required to review the School's procedures and facilities in respect of current and prospective pupils with SEND and to make recommendations with a view to improving accessibility. With our current facilities it is unfortunately the case that some problems may not be able to be reasonably remedied for financial and/or structural reasons. However, short-term adjustments will always be made where possible and with careful timetabling and constant review of pupils' needs we believe we can solve many of the accessibility difficulties that our disabled pupils might encounter.

7. Identification of Pupils in Need of Learning Support: The Graduated Approach to identification of, and Provision for, 'SEND'

For some pupils, the need for Learning Support and the presence of SEND can be identified at an early age. However, for other pupils the difficulties become evident only as they develop. Staff are alert to emerging difficulties and aware of the need to respond early. We recognise that parents

know their children best and it is important that as professionals we listen and understand when parents express concerns about their child's development. We are also keen to listen to and address any concerns raised by the pupils themselves.

In order for the individual needs of every pupil to be met, their progress and well being are monitored. To ensure early identification of additional learning needs/SEND, pupil progress is tracked against age-related expectations and both summative and formative assessment is regularly carried out, the results of which are carefully scrutinised and discussed by staff. (See Appendix 3: *Pupil Screening across the School*) Equally, we understand that attainment in line with chronological age does not necessarily mean that there is no learning barrier or disability, and that a pupil's needs may be physical, social, emotional or behavioural, not simply in cognition and learning. The School follows a procedure of referral when concerns are identified. A Record of Concern form (RoC) is available to all staff to complete, in order to alert the SENDCO to concerns regarding pupil progress and wellbeing (Appendix 5). This may be completed by members of staff, either independently or as a result of conversation with the pupil themselves, other members of staff, parents, external agencies or the pupil's previous school.

The concerns are then discussed with the SENDCO. The first response should be high quality teaching targeted at their areas of weakness (Wave 1), but where concern remains the SENDCO will need to take further steps. While informally gathering evidence (including the views of the pupil and their parents) the School will put in place measures designed to secure better progress, where required. This may consist of increased and specific differentiation within class and for homework, the use of additional in-class support, a period of small-group support, or a request for parental consent to further assessment and diagnostic screening to assess whether the child has learning difficulties and/or a special educational need or disability. This may be carried out by the SENDCO, specialist teachers or by external specialists (educational psychologists, behavioural optometrists, speech and language therapists, occupational therapists and paediatricians). Following such screening, strengths and weaknesses are discussed with the parent, pupil (if appropriate) and staff, and an allocation of appropriate support is arrived at (see diagram below). Targets will be agreed and a date set for review.

Identification of SEND in pupils with English as an Additional Language

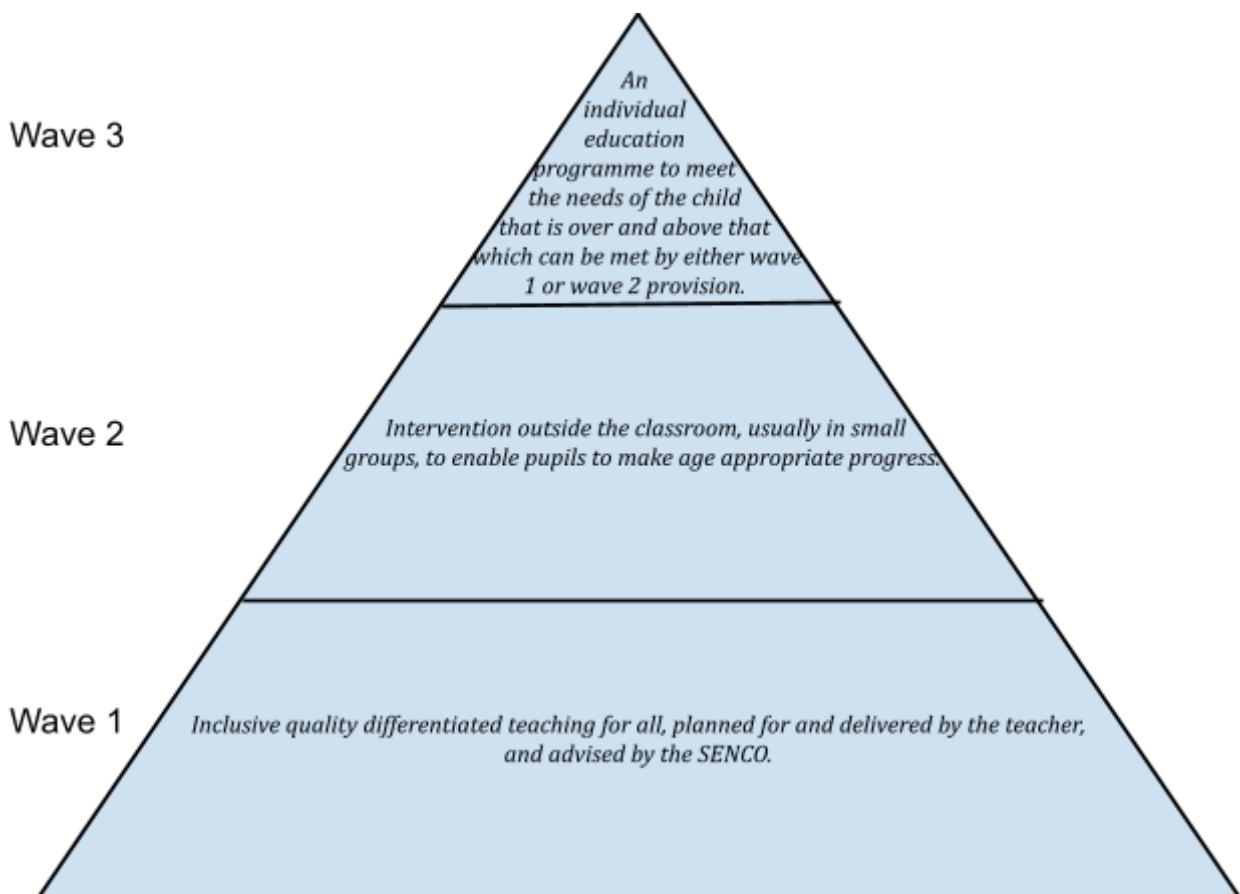
Wells Cathedral School's specialist Music and Mathematics programmes attract a significant number of pupils with English as an additional language. Particular care will be taken in these instances to look at all aspects of the pupil's performance in different areas of learning and development, to establish whether the lack of progress is due to limitations in their command of English or if it arises from a special educational need or disability. There is close liaison with the Head of the EAL department in the Senior School.

8. Provision

In our assessment, teaching and monitoring of children who experience barriers to their learning we are guided by the Code of Practice for Special Educational Needs and Disability 2015. The School therefore follows the recommended 'graduated approach' - a response system of Assess - Plan - Do - Review in order to best support our pupils. (See Appendix 1 - *A Graduated Approach*)

For pupils assessed as having SEND, Personal Learning Plans/ Play Plans and the targets set within them will be regularly reviewed by the SENDCO in consultation with staff, and, wherever possible, the parents and the pupil.

We aim to provide support for pupils with SEND that fall into one or more of the four broad categories outlined by the 2015 SEND code of practice (see Appendix 2 a,b & c, *WCS EYFS, Pre-Prep/Prep and Senior School Provision Maps*). Whilst the Learning Support Department will endeavour to support the needs of all pupils with a special educational need or disability, we also acknowledge that the teaching of pupils with a special educational need is a whole school responsibility, as is emphasised in the new Code of Practice, and we work hard to ensure that all staff are made aware of how best to support their pupils and provide opportunities for continuing professional development and training for our staff: "All teachers are teachers of pupils with special needs" (SEND Code of Practice 2015), and all teachers are asked to anticipate individual learning needs and to help overcome barriers to learning.



Prior to Wave 1 - ROC form completed by any member of staff and communicated to SENDCO.

Wave 1 Provision

- SEND pupil information on iSAMS (for KS1 onwards) and SEND and Learning Support Register
- Folder of useful documents on Google Drive
- INSET
- Exam Access Arrangements
- Quality First Teaching.

Wave 2 Provision

- Support as for Wave 1
- Short term group support - Maths, spelling, reading, comprehension, study skills
- Drop in support
- Short term support one to one support
- Parents may choose to fund 1:1 specialist tuition
- One Page Profiles - EYFS and KS1/2
- ELSA support (6 week intervention in PrePrep/Prep School).
- One Page Profiles - EYFS and KS1/2
- Personal Learning Plans (previously called IEPs) / Personal Play Plan (EYFS)

Wave 3 Provision

- Support as for Wave 1 and 2
- 1:1 specialist tuition funded by the school (KS1/2)
- Long term group support
- Teaching Assistant (TA)
- Personalised programme of differentiated support
- Support and advice from outside agencies e.g. Educational Psychologists, CAMHS, specialist teachers.

9. Charges for SEN Provision

During academic year 2022-23 a review of the way charges are to be applied and the core offer of support was carried out by the Governing Body in consultation with stakeholders. The document entitled 'Reasonable Adjustments for pupils with Special Educational Needs at Wells Cathedral School' (available by contacting the Deputy Head (Academic)) highlights what provision is considered to be part of the core offer from the school and where charges are necessary.

10. Education, Health and Care (EHC) Plans

The statutory assessment process leading to the issue of an EHC Plan is a 20 week process involving the pupil and their family at the heart of decision making, collecting information and planning. Information is collected from professionals in the pupil's educational setting, health professionals and an agreed professional who can work with the family to identify any care needs. From September 2014, the small number of pupils with significant and complex special educational needs who meet specific criteria for a statutory assessment of their needs and subsequent issue of a statutory plan, will be issued with an EHC Plan. EHC plans cover 0 - 25 year olds.

An EHC Plan is a legal document that outlines the pupil's education, health and care needs and the provision required to meet these needs. The Plan also sets out the aspirational outcomes agreed with the pupil and those supporting them, which should be reached if the Plan is successful. An EHC Plan is then written together with the parents (and pupil if appropriate) and agreed by the local authority. Parents can also submit a parental request.

The EHC Plan will be reviewed at least annually and will be amended to ensure it continues to identify the pupil's needs, aspirational outcomes and provision needed until they no longer attend an education setting or training, or their outcomes are met.

11. Monitoring Pupil Progress

Progress is an important factor in determining the need for additional support. Given the nature of some pupils' learning difficulties, their progress in literacy and numeracy can be slow and measured progress can sometimes seem discouraging. This is why, in addition to SMART targets, emphasis is placed on *desired outcomes*. Variables such as motivation, attitude, self-esteem and confidence are significant factors when evaluating performance success. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enables full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.
- Is likely to lead to further education, training, and/or employment.

Where *significant* progress is made, the class/subject teacher and SENDCO may decide that the pupil no longer needs SEN support, and may be monitored by the teacher while still receiving Wave 2 learning support and in-class differentiation as necessary. At this time the teacher, supported by the SENDCO, may set targets to ensure that progress is maintained, parents/carers will be informed and their views taken into account before the decision is made.

12. Communication Within and Beyond our School

Communication with staff

Communication with all staff is considered important and is in a range of different forms:

- Information made available to staff on iSAMS. The 'SEN Report' provides brief details on specialist tutor (where relevant), Wave level and nature of barrier to learning. More detail can be found on the 'SEN' section of individual pupil profiles such as areas of concern, strengths and comments/classroom advice.
- Advice provided on specific pupils and or specific learning difficulties, both formally and informally.
- Personal Learning Plans/Play Plans are shared with relevant teachers, with contributions from staff expected.
- Gathering of information for examination access arrangements.
- Ongoing discussions throughout the year regarding concerns and needs of pupils.
- Members of staff are encouraged to approach the relevant SENDCO with any concerns or issues relating to pupils already on the list or other pupils in relation to learning difficulties. These concerns should also be logged formally by filling in a RoC (Record of Concern) form, in order to provide a written record of when concern was raised.

Partnership with parents

Wells Cathedral School firmly believes in developing a strong partnership with parents and that this will enable pupils with additional learning needs or SEND to achieve their potential. The School recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Examples of our parent partnership include: parent consultations, informal meetings responding to staff or parent

concern, initial meetings when additional needs are suspected, feedback comments from PLPs incorporated into future plans, meetings to support transition to a new Key Stage/school (see below), email correspondence offering advice and support from SENDCOs and teachers. When meetings are held between parents/carers and the SENDCO a record of the discussion is made and actions listed and reviewed. (See Appendix 4 for an example of such a form: *Record of Meeting with Parent/Carer*).

Transition between phases of education

It is the responsibility of the SENCOs, in collaboration with other staff, to make arrangements for supporting pupils with SEND in moving between phases of education at Wells Cathedral School or on to new schools. In addition to the usual arrangements to support pupils' transition, SENCOs will:

- meet regularly to share information on pupils and hand over documentation
- meet with parents in the terms leading up to a transition from one key stage to another to discuss concerns and arrange provision, and, if necessary, after transition to review the process.
- meet with Heads of Year and/or Director of Studies to share information on particular pupils
- meet with relevant personnel to plan and facilitate changes to the fabric of the building for pupils with physical disabilities
- work with teachers and parents to put in place personalised programmes of familiarisation, buddy systems etc for the period before and after transition

Links with other agencies, organisations and support services

The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. When it is considered necessary, colleagues from support services will be involved with SEND pupils. Examples of such links are listed below:

- Educational psychologists.
- Medical officers.
- Occupational Therapists
- NHS Literacy Difficulties' Clinics
- Hearing Impairment Services.
- Speech and Language Services.
- Child and Adolescent Mental Health Services.
- Local Education Authorities.

Pupil participation

The SEND Code of Practice (2015) states the importance of involving pupils in planning and reviewing progress. Wells Cathedral School respects this, and the views of pupils in the School are given due weight according to their age, maturity and capability. Pupils participate, where possible, in the decision making processes, including setting and reviewing of targets.

Communication with Governors

The Academic Committee formally reviews the work of the SEND Department once a year (usually in Lent Term). The SEND register and other SEND-related matters are discussed with the Governor responsible for SEND at least annually.

13. Complaints Procedure

If parents have a complaint related to provision for their child's additional or special educational needs and disabilities this should be directed in the first instance to the member of staff concerned, their child's form tutor or the SENDCO. We are always keen to discuss issues of concern and seek a satisfactory resolution face to face, where possible. If there continues to be a cause for complaint, parents should address their concerns through the School's official Complaints Policy which can be found on the School website or through the School Office.

14. Related Policies

- Admissions Policy
- Anti-Bullying Policy
- Complaints Policy
- EAL Policy
- Accessibility Plan

15. Glossary

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| AN | Additional Needs, not severe enough to be classified as SEND but still creating a barrier to learning. |
| BESD | Behavioural, Emotional and Social Difficulties |
| EHC | Education, Health and Care plans |
| PLP | Personal Learning Plan |
| PPP | Personal Play Plan (Early Years Foundation Stage) |
| LEA | Local Education Authority |
| LS | Learning Support |
| LSA | Learning Support Assistant. N.B. Different role to TA (Teaching Assistant) |
| SEND | Special Educational Needs and Disabilities |
| SENDCO | Special Educational Needs Co-ordinator |
| SEND SUPPORT | The new 2015 global term referring to the pupil support offered previously as 'School Action' and 'School Action Plus' |

Appendices

Appendix 1

The Graduated Approach

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| ASSESS | Staff and the SENDCO should clearly analyse the pupil's needs before identifying a child as needing learning support. They will draw on teacher assessment and their experience of the pupil. |
| PLAN | Parents will be notified wherever it is decided that a pupil is to be provided with small group support or individual SEND support. Through Personal Learning Plans, parents of SEND children will be informed what targeted interventions their child is receiving, what needs they are addressing, and what the desired outcomes are. Staff who work with the pupils will be made aware of their needs, the support they are receiving, the outcomes sought and any strategies that are required or recommended. |
| DO | The class or subject teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, they still retain responsibility for that pupil's learning and should work closely with teaching assistants or specialist staff involved with the pupil. |
| REVIEW | The effectiveness of the support will be reviewed in line with agreed dates. Subsequent provisions will be determined by these reviews. Where a pupil continues to make less than expected progress despite evidence-based support and interventions matched to their needs, further assessment or advice will be sought from within the School or from external specialists. Where a pupil makes significant progress their Wave provision will be reviewed, and support reduced accordingly, with progress closely monitored. Personal Learning or Play Plans for SEND pupils will be reviewed regularly and re-issued twice yearly. |

Appendix 2

School Provision Maps for Learning Support/SEND

a) WCS Little Wellies / EYFS Provision Map

| Category of SEND: | Wave 1 Provision | Wave 2 provision | Wave 3 Provision |
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| <p>Cognition and Learning e.g. MLD (moderate learning difficulties) SLD (severe learning difficulties) SpLD (specific learning difficulties affecting one or more aspects of learning)</p> | <p><i>Quality First Teaching/continuous provision - planned and delivered by teachers/key persons and advised by SENDCO</i></p> <ul style="list-style-type: none"> ● <i>Differentiated Curriculum planning and work to ensure personalised learning:</i> <ul style="list-style-type: none"> ○ <i>Child led planning / planning from children's interests and next steps</i> ○ <i>Regular observations, communicated to parents</i> ○ <i>Subtle ability groups (Rec only)</i> ● <i>Differentiated delivery (simplified language, pace of delivery, repetition of instructions etc)</i> ● <i>Increased visual aids: visual timetable, snack time visuals, name writing cards, listening prompts, use of STC, alphabet mats etc, number washing line</i> ● <i>Differentiated outcomes - either by group or by individual</i> ● <i>Practical maths resources available to all</i> ● ● <i>Practical and differentiated Phonics teaching - Read Write Inc plus aspects of Letters and Sounds.</i> | <p><i>Small group support</i></p> <ul style="list-style-type: none"> ● <i>Small focus groups when necessary, advised by SENDCO but delivered by in class staff.</i> ● <i>Reinforcement of class work within small group setting (as above)</i> ● <i>Phonics focus groups- small group support for those needing to revisit Phases</i> ● <i>Intervention activities for individual children.</i> ● <i>Additional resources sourced such as talking tins, phonics phones, coloured photocopy paper, pastel whiteboards.</i> | <p><i>Intensive 1:1 structured programme of support</i></p> <ul style="list-style-type: none"> ● <i>in Literacy or Maths development (more appropriate for Rec) e.g. individual needs specifically planned for in MD and Lit plans, or one to one tuition provided.</i> ● <i>Additional individual reading with volunteer, parent, sixth former (Rec)</i> ● <i>Additional resources sourced such as sensory equipment, wobble cushion, writing aids/slanted tables etc</i> ● <i>In some cases, when the school and parents agree it is necessary - one to one support provided</i> |

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| | <ul style="list-style-type: none"> • Full time teaching assistant / support staff • Personalised requirements from reading and homework e.g., range of reading scheme books, flashcards at a specific level and extra games and resources provided where necessary (Rec) • Multi-sensory learning experiences across continuous provision and adult led provision. • Seating of children at carpet time considered according to needs | | |
| <p>Communication and Interaction</p> <p>SLCN (speech language and communication needs)</p> <p>ASD (autistic spectrum disorder)</p> | <ul style="list-style-type: none"> • Differentiated curriculum planning, activities delivery and outcome, such as simplified language, repetition of instructions • Increased use of visual aids and modelling • Visual timetables and visual prompts • Use of symbols and flash picture cards - leaving the room cards, now/next cards, snack time visuals • Highly structured routines • Seating of children at carpet time considered according to needs | <ul style="list-style-type: none"> • in class support from TA with focus on supporting speech and language • Small 'social skills' groups such as 'nurture group' where necessary | <ul style="list-style-type: none"> • Speech and Language support from NHS, Private Speech Therapist delivered in school • Input from external agency e.g. BIBIC, Autism Outreach • Support for alternative forms of communication e.g. Makaton, STC • Personalised visual aids • In some cases, when the school and parents agree it is necessary - one to one support provided |
| <p>Social, Emotional and Mental health difficulties.</p> <p>(wide range of behaviours that may reflect underlying mental health conditions)</p> <p>ADD (attention deficit disorder)</p> | <ul style="list-style-type: none"> • Implementation of whole school positive behaviour policy emphasising reward and recognition. • Emphasis on PSED area of learning of EYFS and planning from The Unique Child's needs and abilities | <ul style="list-style-type: none"> • Small group Circle time, or 'Social Skills' groups. • ELSA support. | <ul style="list-style-type: none"> • Individual reward/sanction systems • Individual counselling provided by school • Anger management training provided by school counsellor • Time out in a supportive reassuring space |

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| <p>ADHD (attention deficit hyperactivity disorder)</p> | <ul style="list-style-type: none"> • <i>Class rules developed together at the beginning of the year, reinforced visually in each classroom, and through day to day activities</i> • <i>Positive reward systems</i> • <i>Nurturing school ethos which recognises and values equality and diversity.</i> • <i>Seating of children at carpet time considered according to needs</i> | | <p><i>In some cases, when the school and parents agree it is necessary - one-to-one support provided</i></p> |
| <p>Sensory and Physical Needs:</p> <p>Vision impairment Hearing Impairment Multi-sensory Impairment, Physical disability Medical condition e.g. epilepsy.</p> | <ul style="list-style-type: none"> • Learning environment which meets sensory and physical needs, eg. visual aids, acoustics, lighting and physical space. • Quiet spaces available for focused, differentiated group activities • Flexible teaching arrangements • All staff to be made fully aware of physical impairments or sensory processing disorders and their implications in the school setting • Medical support from St Andrew's Lodge • Daily movement activities • Weekly EYFS Games session differentiated for all needs - high adult:child ratios to allow for support where necessary. | <ul style="list-style-type: none"> • Dough gym - physical (prerequisite writing) skills group • Quiet spaces available for focused one to one or small group activities | <ul style="list-style-type: none"> • Access to motor skill support and advice from OT • Physical programme provided by SENDCO • Sensory processing aids, e.g. special socks and clothes • Time out space |

b) WCS Pre-Prep /Prep School Provision Map

| Category of SEND: | Wave 1 Provision | Wave 2 provision | Wave 3 Provision |
|---|---|---|---|
| <p>Cognition and Learning</p> <p>e.g.</p> <p>MLD (moderate learning difficulties)</p> <p>SLD (severe learning difficulties)</p> <p>SpLD (specific learning difficulties affecting one or more aspects of learning - dyslexia, dyscalculia, dyspraxia /DCD, working memory weaknesses)</p> | <p><i>High Quality Teaching - planned and delivered by teachers and advised by SENDCO</i></p> <ul style="list-style-type: none"> • <i>Differentiated curriculum planning and work to ensure personalised learning</i> • <i>Differentiated delivery (simplified language, pace of delivery, repetition of instructions etc)</i> • <i>Increased visual aids: tinted paper, overlays, key words lists, alphabet arcs</i> • <i>Differentiated outcomes (use of ICT, visual/audio rather than written presentation)</i> • <i>Practical maths resources available to all when needed</i> • <i>Illustrated dictionaries/word mats/spell checkers</i> • <i>Use of writing frames, mind mapping frames/software</i> • <i>in-class support from TA</i> • <i>Support for homework</i> • <i>Test access arrangement assessment and implementation</i> | <p><i>Small group support</i></p> <ul style="list-style-type: none"> • <i>structured maths programme e.g. Numicon</i> • <i>reinforcement of class work within small group setting</i> • <i>maths bags of equipment available to all Wave 2 maths support groups</i> • <i>Letters and Sounds Phase work</i> • <i>Alpha to Omega and Read Write Inc material</i> • <i>High Frequency Spelling Booklets (Word Shark)</i> • <i>Mathletics and other computer software</i> • <i>Computer programmes such as Dyslexia Gold and Nessy</i> • <i>Primary Ed resources</i> • <i>Test access Arrangements.</i> | <p><i>Intensive 1:1 structured programme of support recorded in a Personal Learning Plan</i></p> <ul style="list-style-type: none"> • <i>in literacy, and numeracy</i> • <i>One to One LSA</i> • <i>intensive remedial programmes such as Toe by Toe, Read Write Inc, Power of 2, Teodorescu</i> • <i>Additional individual reading with volunteer, parent, sixth former.</i> • <i>Paired reading systems</i> • <i>memory skill training</i> • <i>peer tutoring system</i> • <i>Allocated chrome book for maximum opportunities to use ICT.</i> |
| <p>Communication and Interaction</p> <p>SLCN (speech language and communication needs)</p> <p>ASD (autistic spectrum disorder)</p> | <ul style="list-style-type: none"> • <i>Differentiated curriculum planning, activities delivery and outcome, such as simplified language, repetition of instructions, use of an instructions buddy</i> • <i>Increased use of visual aids and modelling</i> • <i>Visual timetables and visual prompts</i> | <ul style="list-style-type: none"> • <i>in class support from TA with focus on supporting speech and language</i> • <i>additional use of ICT - e.g. text to speech software</i> • <i>test access arrangements</i> | <ul style="list-style-type: none"> • <i>Speech and Language support from NHS, Private Speech Therapist delivered in school</i> • <i>Input from Autism Outreach /Bibic</i> • <i>Support for alternative forms of communication e.g. Makaton</i> • <i>Visual organiser</i> • <i>test access arrangements</i> |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> • Use of symbols and flash picture cards • Highly structured routines | | <ul style="list-style-type: none"> • Use of 5 point scale to manage responses • Chatterbox Club - a social communication skills workshop |
| <p>Social, Emotional and Mental health difficulties.</p> <p>ADD (attention deficit disorder)</p> <p>ADHD (attention deficit hyperactivity disorder)</p> <p>Other (a wide range of behaviours that may reflect underlying mental health conditions)</p> | <ul style="list-style-type: none"> • Implementation of whole school positive behaviour policy emphasising reward and recognition. • Class rules discussed and explained • Nurturing school ethos which recognises and values equality and diversity. • Support for emotional literacy. | <ul style="list-style-type: none"> • small group Circle time • Group reward system • support for unstructured times • test access arrangements | <ul style="list-style-type: none"> • Individual reward /sanction system e.g. the 5 Point Scale system - reinforced by all staff • Individual counselling provided by school • Anger management training provided by school counsellor • Peer mentoring • Time out in a supportive reassuring space • test access arrangements |
| <p>Sensory and Physical Needs:</p> <p>Vision impairment</p> <p>Hearing Impairment</p> <p>Multi-sensory Impairment,</p> <p>Physical disability - e.g cerebral palsy</p> <p>Long term medical conditions e.g. epilepsy, diabetes.</p> | <ul style="list-style-type: none"> • Learning environment which meets sensory and physical needs, eg, visual aids, acoustics, lighting and physical space. • Flexible teaching arrangements • All staff to be made fully aware of physical impairments or sensory processing disorders and their implications in the school setting • Medical support from St Andrew's Lodge • Movement programme (INPP) • Physio incorporated into class warm up in PE | <ul style="list-style-type: none"> • Additional keyboard skill tuition groups • Additional handwriting practice - e.g. Teodorescu scheme • Access to writing equipment such as writing slopes, finger spacers, pencil grips • motor skills group • test access arrangements | <ul style="list-style-type: none"> • Individual medical care plan provided by St Andrew's Lodge • Physical adaptations to environment • access to motor skill support and advice from OT • individual handwriting tuition • physiotherapy programme provided by school nurse or LSA • Sensory processing aids, e.g. weighted lap belts, chewellery wrist bands, ear defenders • staff training e.g in use of epipens • test access arrangements |

c) WCS Senior School Provision Map

| Category of SEND: | Wave 1 Provision | Wave 2 provision | Wave 3 Provision |
|--|--|---|---|
| <p>Cognition and Learning e.g. MLD (moderate learning difficulties) SLD (severe learning difficulties) SpLD (specific learning difficulties affecting one or more aspects of learning - dyslexia, dyscalculia, dyspraxia /DCD, working memory weaknesses)</p> | <p><i>Quality First Teaching - planned and delivered by teachers and advised by SENDCO</i></p> <ul style="list-style-type: none"> • <i>Differentiated curriculum planning and work to ensure personalised learning</i> • <i>Differentiated delivery (simplified language, pace of delivery, repetition of instructions etc)</i> • <i>Increased visual aids (key words lists, written instructions, print outs from interactive board, pupil encouraged to photograph work/instructions on board)</i> • <i>Differentiated outcomes (use of ICT, visual/audio rather than written presentation)</i> • <i>Spell checkers</i> • <i>Use of writing frames, mind mapping frames/software</i> • <i>Support for homework (shared document, MyWells)</i> • <i>Word uploaded to Google Classroom</i> • <i>Exam access arrangements</i> • <i>Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud</i> | <p><i>One to one</i></p> <ul style="list-style-type: none"> • <i>Short term one to one support.</i> <p><i>Spelling support via Spellzone subscription</i></p> <p><i>Drop in clinics</i></p> <ul style="list-style-type: none"> • <i>Y7-13</i> • <i>Subject support e.g. Maths, science (KS4, 6th form)</i> <p><i>Maths TA class support</i></p> <p><i>Exam access arrangements</i></p> <ul style="list-style-type: none"> • <i>Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud</i> | <p><i>Intensive group structured programme of support</i></p> <ul style="list-style-type: none"> • <i>In literacy or numeracy</i> • <i>Adapted programmes such as EveryoneCan Read and Rapid Plus Comprehension</i> • <i>Specialist SpLD support linked to subjects e.g. comprehension, specific terminology</i> • <i>Revision skills and exam technique training</i> • <i>Memory skill training</i> • <i>6th form mentor e.g. help with prep, proof reading, memory games, touch typing</i> <p><i>Maths TA class support</i></p> |
| <p>Communication and Interaction SLCN (speech language and</p> | <ul style="list-style-type: none"> • <i>Differentiated curriculum planning, activities delivery and outcome, such as simplified language, repetition of</i> | <ul style="list-style-type: none"> • <i>Additional use of ICT - e.g. text to speech software</i> • <i>Short term 1:1</i> <p><i>Exam access arrangements.</i></p> | <ul style="list-style-type: none"> • <i>Speech and Language support from NHS, Private Speech Therapist</i> • <i>Input from support agencies such as Autism Outreach /Bibic</i> |

| | | | |
|---|--|--|---|
| <p>communication needs)</p> <p>ASD (autistic spectrum disorder)</p> | <ul style="list-style-type: none"> instructions, use of an instructions buddy Increased use of visual aids and modelling Visual prompts Structured routines Google Classroom Exam access arrangements Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud | <ul style="list-style-type: none"> Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud | <ul style="list-style-type: none"> St Andrew's Lodge Assistance with developing suitable personal organisation strategies and technology e.g. Google calendar 6th form mentor Long term 1:1 |
| <p>Social, Emotional and Mental health difficulties.</p> <p>ADD (attention deficit disorder)</p> <p>ADHD (attention deficit hyperactivity disorder).</p> <p>Other (a wide range of behaviours that may reflect underlying mental health conditions)</p> | <ul style="list-style-type: none"> Implementation of whole school positive behaviour policy emphasising reward and recognition Nurturing school ethos which recognises and values equality and diversity Relevant information shared with staff in contact with identified pupils Exam access arrangements Separate room, rest breaks, prompt | <p>Exam access arrangements</p> <ul style="list-style-type: none"> Separate room, rest breaks. Prompt Short term 1:1 ELSA | <ul style="list-style-type: none"> Individual counselling provided by school Anger management training provided by school counsellor St Andrew's Lodge Specialist advice from CAMHS Peer mentoring 6th form mentor Long term 1:1 |
| <p>Sensory and Physical Needs:</p> <p>Vision impairment (including visual processing disorders)</p> <p>Hearing Impairment (including auditory processing disorders)</p> <p>Multi-sensory Impairment, Physical disability - e.g cerebral palsy</p> <p>Long term medical conditions e.g. epilepsy, diabetes.</p> | <ul style="list-style-type: none"> Learning environment which meets sensory and physical needs, eg, visual aids, acoustics, lighting and physical space. Flexible teaching arrangements All staff to be made fully aware of physical impairments or sensory processing disorders and their implications in the school setting Medical support from St Andrew's Lodge | <ul style="list-style-type: none"> Additional keyboard skill tuition Additional handwriting practice Access to writing equipment such as pencil grips <p>Exam access arrangements</p> <ul style="list-style-type: none"> Word processing, scribe, reader, coloured overlay, enlarged paper | <ul style="list-style-type: none"> Access to motor skill support and advice from OT Sensory processing aids, e.g. ear defenders 6th form mentor to support touch typing or assist with handwriting tuition |

Appendix 3

Pupil Screening Map

| <u>Summative Assessment</u> |
|---|
| <p>Nursery to Year 6.</p> |
| <ul style="list-style-type: none">• <u>Ducklings two year old checks</u> - Nursery• <u>Foundation Stage Profile Scores</u> - this is completed at the end of the Reception year according to the Foundation Stage 2021 Early Learning Goals.• <u>Reception Class baseline assessment (focus in Literacy and Maths)</u> - designed by Reception Class teacher - completed in Michaelmas term• <u>CAT4</u> - These tests provide an insight into pupils' cognitive abilities. The four assessed areas are verbal reasoning, quantitative reasoning, spatial reasoning and non-verbal reasoning. Age standardised scores are reported. Because pupils' scores in these tests are not expected to show significant variations over time, CAT4 tests will be completed by pupils in Years 2, 4 and 6 only. New pupils who join the school throughout the academic year complete CAT4 tests as part of the admissions process.• <u>PTE (Progress Tests in English) and PTM (Progress Tests in Maths)</u> - The digital versions of the Progress Tests in English and Progress Tests in Maths give teachers and parents the same information as the previous written papers, but do not have to be sent for external marking. Detailed digital reports are available for teachers within a few hours of assessment completion. Access arrangements for pupils with additional needs will be implemented as in previous years. These tests are completed in the Advent and Whitsun terms by all pupils in Years 3-6. Age standardised scores will be used internally by teachers in the Advent term, and Whitsun age standardised scores will be reported to all staff and to parents via the Trinity reports. Pupils in Years 1-2 will complete the PTE and PTM assessments in the Whitsun term only.• <u>PTS (Progress Tests in Science)</u> - Pupils in Year 3-6 complete this in the Whitsun term. Age standardised scores are reported.• <u>NGST (New Group Spelling Test) and NGRT (New Group Reading Test)</u> - Pupils in Year 3-6 complete these tests three times yearly (Michaelmas, Epiphany and Whitsun/Trinity terms). Age standardised scores are reported, as well as reading and spelling ages. Pupils in Year 1 and Year 2 will complete these once a year.• <u>NGMT (New Group Maths Test)</u> - Pupils in Year 4 will trial the new NGMT digital assessment as this will then provide useful baselining information (similar to NGST and NGRT in English) in the first teaching term. The Academic Team and Head of Maths will decide whether or not to roll out to all year groups for next year.• <u>WCJS Writing Progression Grids</u> - Teachers assess an independently written piece of writing within the first two weeks of the academic year to establish a benchmark. Pupils then complete two additional pieces of unaided, independent writing throughout the |

year from R - Y6. These pieces are then assessed against the standards for the pupils' year group and a judgement is made (working towards, approaching, achieving expectations, confident or exceeding expectations).

Writing should be assessed at the following points:

- Benchmark within the first two weeks of the academic year
- Advent term
- End of Lent term

Each piece of assessed writing is kept within the English book and a copy of the grid is glued next to the piece of writing. One grid per child should be used by the teacher and added to at each assessment point. Teachers should highlight on the grids with a different colour, of their choosing, so that termly progress can be clearly seen.

Results from any assessments are then shared and discussed with all teaching staff in order to identify underperforming pupils or pupils who may require SEND or AG&T provision. Continuous review and development of provision for pupils with additional needs (including pupils on the SEND register and AG&T pupils) can also be made based on these results (alongside formative teacher assessment).

| Year | Screening tool | Skills screened |
|-------------|---|--|
| 7 | AAB, DASH | Spelling, Writing Speed |
| 9 | Dictation and Recall school screener SDMT AAB | Recall and memory, handwriting to dictation, speed of processing, auditory processing, interpretation and comprehension, spelling. |
| 10 | (Yellis) | (Vocabulary, Maths, non verbal) |
| 12 | (ALIS) | (Predict exam outcomes by subject) |

Appendix 4

Record of Meeting with Parents/Carers of

| Date: | Reason for Meeting: |
|--|---|
| Points to be raised by teacher / SENDCO: | <ul style="list-style-type: none">••••• |
| Details of discussion, points raised by parents/carers and (if present) pupil: | |
| Action and Timescale decided upon: | <ul style="list-style-type: none">••••• |
| Date set for next meeting/review: | |

Appendix 5



SEND
Record of Concern form

| | | |
|---|--------------------------------------|----------------|
| Name of Child: | Year Group: | Date of Birth: |
| Date concern registered: | Concern raised by: | |
| Is the child already on the SEND register (Wave 3)? | If not, is the child at Wave 1 or 2? | |
| Part A: Nature of concern: <i>(To be completed by the individual registering concern)</i> <i>(Consider: what barriers to learning is the child experiencing? Are the barriers primarily academic, social, emotional? When do they manifest themselves particularly? If he/she is already receiving support is it sufficient/correctly targeted? Have new differences or difficulties emerged?)</i> | | |
| Action Requested: <i>(Consider: discussion with Head of Learning Support, discussion with colleagues, meeting with parents, request for observation of child in class, informal diagnostic assessment etc)</i> | | |
| | | |

| | |
|---|--|
| <p>Part B: To be completed by the SENDCO</p> <p>Action to be taken: (Consider: <i>increased differentiation within class, adjustments to learning environment, staff information sharing and discussion, meeting with parents, diagnostic informal assessment, formal internal assessment, referral to external agencies,</i>)</p> | |
| <p>Individuals to be involved:</p> | |
| <p>Date set for review:</p> | |