



WELLINGTON
COLLEGE
PREP

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LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS or DISABILITIES (SEND) POLICY

Policy Statement

The policy takes account of the **Equality Act 2010**, the **Children and Families Act 2014**, and the **SEND Code of Practice (2015)**.

Under the Equality Act 2010, disability is defined as: *“a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”*

This definition overlaps to some extent with the definition of **special educational needs** in the **Children and Families Act 2014**, which includes pupils who have a significantly greater difficulty in learning than the majority of their peers, or a disability which prevents or hinders them from making use of educational facilities generally provided in mainstream schools.

However, not all pupils with SEN are considered disabled under the Equality Act, and not all disabled pupils necessarily have SEN.

Purpose

Wellington College Prep (WCP) wishes to support all its pupils to become effective, independent learners and thereby to achieve their maximum potential. WCP is committed to providing equal access for all pupils to a broad, balanced and differentiated curriculum. As a school we recognise that pupils may have special educational needs and/or a disability (SEND) and we will endeavour to make every possible arrangement to provide for their individual needs.

This policy describes the way in which we meet the needs of children with special educational needs and/or a disability (SEND). SEND may relate to neurodiverse pupils that have specific learning difficulties, sensory or physical impairment, emotional or social development, or other such factors as outlined in the SEND Code of Practice 2015.

Definition of SEND

“Special Educational Needs” and “Learning Difficulty” as defined by the Education Act 1996 Section 312 are:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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
- (c) he or she is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) above”

“A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he or she is, or will be, taught is different from a language which has at any time been spoken in his home.”

As defined by the Equality Act 2010 Section 6, a person has a disability if he or she:

(a) has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Special Educational provision is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age. A child who finds a particular subject difficult does not necessarily have a “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. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, whatever their ability and need, have the opportunity to learn and make progress.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of education, particularly when curriculum pace and pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory duty and will make reasonable adjustments to include all children and their families, where appropriate.

Context

Wellington College Prep is an independent day and boarding school for pupils from aged 2 -13 years. Among the school’s population there is a proportion of pupils who are neurodiverse, including autistic, low level attention deficit (hyperactive) disorder, there are pupils that have mild/moderate dyslexia, mild/moderate dyspraxia, mild speech and language difficulties and hearing impairment.

Learning Support comprises of staff split across the Junior and Upper school. The Head of Faculty is Emma Stacey. The Junior school (N to Year 4) is supported by a qualified teacher with level 5 specialism in Dyscalculia and Level 5 in SpLD. Teaching assistants and class teachers plan and deliver tailored support including ELKLAN (communication), Fine Motor, Sensory development as well as academic support.

Learning support in Upper school is supported by 2 qualified Dyslexia teachers (Dip SpLD Level 5), a qualified teacher with Dyscalculia specialism Level 5 as well as specialist subject teachers who run Additional Learning Skills groups (ALS). The Head of Learning Support is an experienced, qualified teacher and holds National Certificate for Special Educational Needs Coordinator. All members of the Learning Support team are trained in coaching students with Executive Function difficulties, with 2 staff being Advanced Coaches.

Aims

WCP and specifically the Learning Support Department aim to:

- Endeavour to identify and meet the needs of any pupil in the school who has SEND, by following guidelines set out in the SEND Code of Practice 2015 as closely as possible.
- Offer pupils with SEND full access to a broad, balanced, and relevant education and provide the necessary support to achieve this.
- Ensure that the views of parents and pupils are considered in any decision making.
- Ensure that no pupil is discriminated against, in any area of school life, based on their SEND.
- Manage SEND assessment and provision with the utmost sensitivity and care.
- Support and contribute to whole school initiatives which aim to develop further all pupils' learning skills.
- Extend support to pupils who may benefit from a programme of individual specialist teaching, regardless of whether they have SEND.
- Follow the principle of an 'Assess, Plan, Do, Review procedure', checking that appropriate evidenced-based interventions are in place, followed by a regular review of progress and adaptations to the support provided, as required.

The overall aim is to develop independent learners who have a deep understanding of their strengths and development areas and are supported to learn strategies for improvement.

To achieve these aims, the LS Department seeks to:

- Identify, as soon as possible, any pupil who may have a specific learning difficulty or disability.
- Ensure all staff (academic, pastoral, and medical) are familiar with the SEND Policy and are aware of their role in implementing it.
- Ensure all School staff have the appropriate SEND information, including the nature of a pupil's specific learning difficulties, to be able to support their needs as effectively as possible and reinforce the guidance being offered.
- Encourage staff to regularly check iSAMS and the SEND Register on TEAMs such information will be held and updated.
- Ensure pupils are offered appropriate specialist teaching based on an agreed programme of individual learning plans (IEPs) or, where appropriate, Education, Health and Care (EHC) plans.
- Ensure pupils' progress is reviewed regularly, via a close analysis of whole school assessment data, together with appropriate use of diagnostic tools, where appropriate.
- Ensure parents are involved in discussions about a pupil's progress and, if necessary, any future SEND provisions or assessments, e.g. an updated educational psychologist's report.
- Provide whole staff training or advice on supporting pupils with SEND.
- Employ specialist teachers of SEND/Specific Learning Difficulties and provide suitable Insets and skills training
- Review the effectiveness of any programme, as required.

Admission Arrangements

As requested on the registration form, parents should disclose the nature of any learning disabilities/difficulties. Parents are urged to discuss with the Registrar any reasonable adjustments that need to be put in place in advance of an application for a place in the school.

As part of the admissions process, parents must pass on relevant assessment reports from external professionals, for example educational psychologists, and ensure completion of any Learning Support and EAL online forms.

This information is added to the pupil profile on the SEND register and iSAMS when the annual update for the new academic year is completed in late July.

Identification of Pupils with SEND

In accordance with the SEND Code of Practice 2015, we recognise that the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. At the start of each academic year, the SENDCo will liaise with Deputy Head Pastoral, Matron, and other relevant members of staff to ensure all SEND information pertaining to a pupil is disseminated and uploaded onto iSAMS and the TEAM. All teachers are expected to refer to the SEND Register and Pupil Passport to keep fully informed of their needs and any suggested strategies for support and/or exam arrangements.

Other Means of Identifying Pupils with a Possible Specific Learning Difficulty or SEND

- Continuous monitoring of a pupil's academic progress through the School's assessment procedures.
- Analysis of progress checks, test results and formative assessments.
- Meetings with the appropriate tutor after each series of checks and, when deemed necessary, continuous monitoring of a pupil's progress in Learning Support lessons.
- Referrals from Head of Year and Head of Faculty.
- Internal assessments undertaken by the Learning Support Department.

Procedures for Referral to an External Professional

- Once enough evidence of a possible SEN has been gathered by the SENDCo, parents will be contacted to discuss a referral to an educational psychologist or other relevant external professionals.
- Assessments will periodically need to be updated. The SENDCo will contact parents to discuss this prior to the assessment.
- The SENDCo may recommend that a suitably qualified professional conducts an assessment on a pupil. All costs are agreed and settled by parents directly with the external professional.
- Once the assessment has been completed, the written report should be passed to the SENDCo where, if appropriate, the information will be uploaded onto the LS database.
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- Any specialist materials required in order to access the curriculum must be provided by the parents and will be chargeable if sourced by the School. Examples of such materials

include but are not limited to laptops, tablets, reading pens, electronic or audio textbooks, assistive software or similar.

Additional Support

All pupils who have a SEND may be offered a programme of support by a specialist Learning Support teacher, although support is not necessarily required in all instances, and is determined by individual need via discussion with parents and pupils. The SENDCo has final decision on who receives LS.

- Lessons are arranged on a one to one basis at a mutually convenient time. Pupils are not removed from core academic lessons (English, Maths, Science or sport), except in very exceptional circumstances.
- Targets and/or individual Educational plans (IEPs) are created by the LS teacher and reviewed twice a year or when targets are achieved, changed or added to.
- Lessons are tailored to the needs of the child and the curriculum.
- LS teachers and School staff meet regularly to ensure a pupil's specific difficulties are supported as effectively as possible.
- Lessons are multi-sensory, structured and cumulative. Skills of independent learning are actively promoted in order to develop self-belief and a 'growth mind-set'.

Additional support is provided in varying degrees from the pre-Nursery through to Year 4. In the Junior School, class teachers are supported by a teaching assistant for most lessons. From Year 5, children are expected to work in class, without additional teaching assistance and to be able to cope with a long and busy day.

Exam Concessions

- As children progress through the school, they may be eligible for some concessions or accommodations in school exams such as the use of extra time, a laptop or coloured paper.
- Any concession is decided upon by the Head of Learning Support and may require specific evidence from a specialist report such as an Educational Psychologist or Occupational Therapist. The school follows the Joint Council for Qualifications (JCQ) guidelines for access arrangements.
- Exam concessions can be granted for the ISEB pre-tests, this is decided by the Secondary School and parents are responsible for providing relevant documentation. Eagle House are unable to provide any additional documents than those readily available for the level of need of the child.

Charging

- Assessments by an Educational Psychologist or other professionals are chargeable and will be billed directly by the practitioner. The practitioner is asked to complete a 3rd party Agreement
- Internal assessments to establish eligibility for examination arrangements are free

- There is no charge to pupils who receive Learning Support lessons. This is reviewed on an termly basis.

Evaluation

Wellington College Prep adheres to the principle of Quality First Teaching and adaptive teaching. This means that high quality inclusive teaching ensures that planning and implementation meets the needs of ALL pupils, and builds in high expectations for all pupils, including those that are neurodiverse or have Specific Learning Difficulties.

Teachers carefully consider and adapt their teaching to promote the progress and development of all pupils, in addition to support by specialist staff. Intervention programmes are adjusted on a termly basis, in the light of the progress the pupils are making, drawing on a rich variety of assessment data available within the school context, and responding appropriately to the 'pupil voice'.

Policy Log

updated by E Stacey (SENDCo) Oct 25