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GUIDING PRINCIPLES

The ethos of Wells Cathedral School is to nurture and stimulate every child 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 children 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 children for their individual strengths.

Wells Cathedral School will be guided by the following in formulating and executing the school's Learning Support and 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'.

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'.

OBJECTIVES

The objectives of the Learning Support department are:

- To support children 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 ability.
- 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 child 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 need, the intervention put in place and the progress made.
- To set SMART (Specific, Measurable, Achievable, Realistic, Time specific) 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 child is discriminated against on the basis of his/her difference or disability.

- To further develop the governing bodies' 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.

RESPONSIBILITIES OF THE SENCO

The SEND Code of Practice (2015) states that the SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

Although we acknowledge that the roles of the SENCO will differ across key stages, we feel that consistency of approach and good communication between Early Years, the Junior 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 children 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.

ADMISSIONS RELATING TO CHILDREN WITH SEND

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

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Wells Cathedral School is an academically selective school and welcomes all children 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 students. 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 a Statement of Educational Need or EHCP, for which, with reasonable adjustments, the School can cater adequately and in the best interests of the young person.

The School will require information of SEND (e.g. SpLD, ASD, mental health etc) which may affect a child'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 child 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 child 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 child'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 child to continue at the School. Both for the purpose of admission and for any SEND established after a young person joins the school, the school will clearly outline the support provision and recommendations based on the SEND information and consultation process.

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.

IDENTIFICATION OF PUPILS IN NEED OF LEARNING SUPPORT: *THE GRADUATED APPROACH TO IDENTIFICATION OF, AND PROVISION FOR, 'SEND'*

For some children, the need for Learning Support and the presence of SEND can be identified at an early age. However, for other children and young people 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 children and young people themselves.

In order for the individual needs of every child 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 child'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 SENCO 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 SENCO. The first response should be high quality teaching targeted at their areas of weakness (Wave 1), but where concern remains the SENCO 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 SENCO, 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 arrived at (see diagram below). Targets will be agreed and a date set for review.

Identification of SEND in children with English as an Additional Language

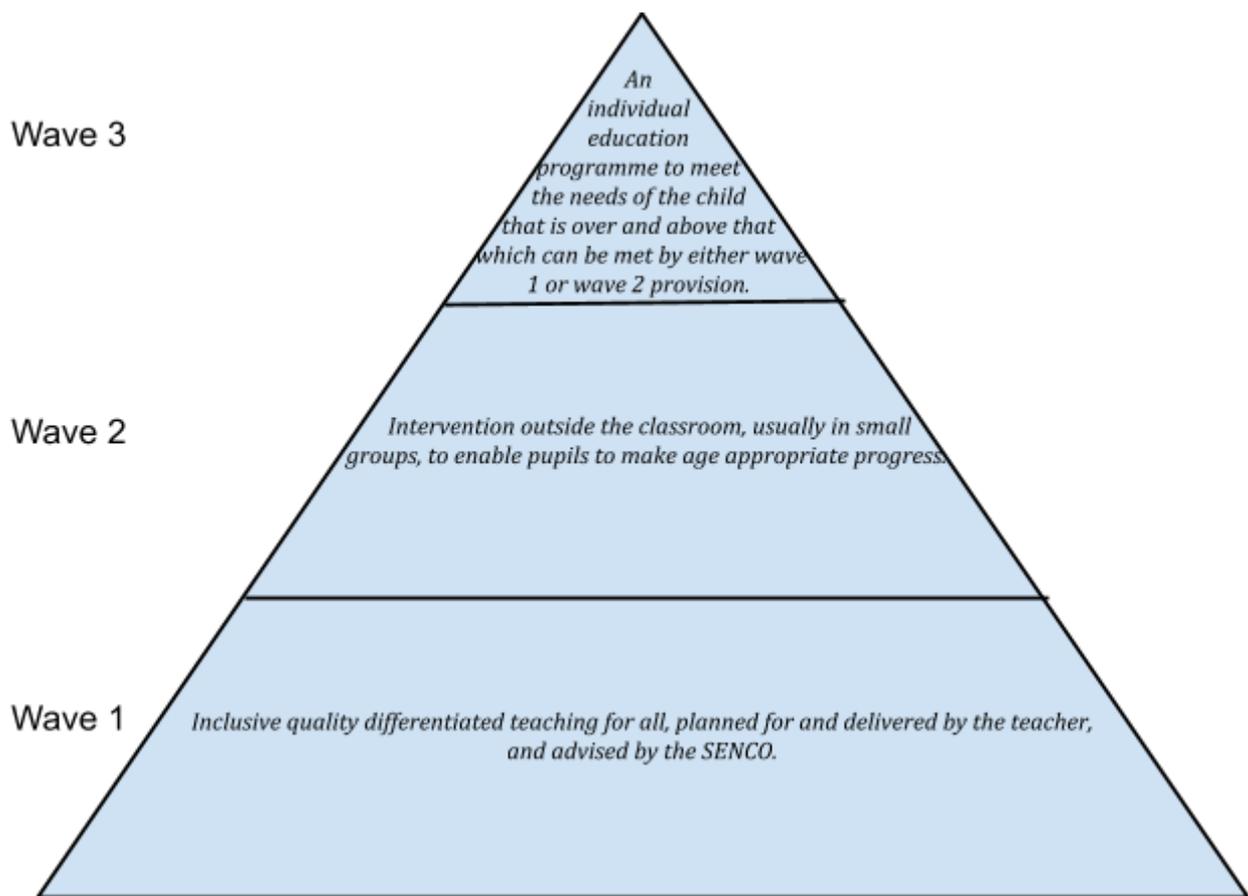
Wells Cathedral School's specialist Music and Mathematics programmes attract a significant number of pupils with English as an additional language. Particular care will be taken in these instances to look at all aspects of the pupil's performance in different areas of learning and development, to establish whether 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.

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 best to 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 SENCO in consultation with staff, and, wherever possible, the parents and the pupil.

We aim to provide support for children with SEND that fall into one or more of the four broad categories outlined by the 2015 SEN code of practice (see Appendix 2 a,b & c, *WCS EYFS, Pre-Prep/Junior and Senior School Provision Maps*). Whilst the Learning Support Department will endeavour to support the needs of all children with a special educational need or disability, we also acknowledge that the teaching of children 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 children with special needs" (SEN 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 SENCO.

Wave 1 Provision

- SEND pupil information on iSAMS and SEND and Learning Support Register
- Folder of useful documents on Google Drive
- INSET
- Exam Access Arrangements

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
- EYFS - PPPs

Wave 3 Provision

- Support as for Wave 1 and 2
- 1:1 specialist tuition funded by the school
- 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.

- Personal Learning Plans (previously called IEPs) / Personal Play Plan (EYFS)

CHARGES FOR SEN PROVISION

From September 2014 Wells Cathedral School made the decision that 1:1 support deemed necessary by the school for pupils with learning differences will no longer incur an additional charge. This will include examination adjustments such as additional invigilation, scribes or prompts. Strict criteria will be applied in determining whether children are eligible for school-funded support. As part of this system of funded support there are regular reviews of pupils' progress towards their learning support targets, to ensure that the level and nature of support provided remains appropriate. Parents/guardians are contacted individually with details of the support we intend to offer their child. Signed consent forms for school-funded tuition are not needed, though parents do of course have the option to decline the support offered. Where parents wish their child to have additional individual support beyond the level determined as necessary by the school, this will continue to be chargeable at the current rate, reviewed every academic year.

EHC PLANS (EDUCATION, HEALTH AND CARE PLANS)

The statutory assessment process leading to the issue of an EHC Plan is a 20 week process involving the young person and their family at the heart of decision making, collecting information and planning. Information is collected from professionals in the child'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 children and young people 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 Education Health and Care Plan (EHC Plan) rather than the previously titled Statement of Special Educational Needs. EHC plans cover 0 - 25 year olds.

An EHC Plan is a legal document that outlines the child or young person'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 child or young person and those supporting them, which should be reached if the Plan is successful. An EHC Plan is then written together with the parents (and young person if appropriate) and agreed by the local authority.

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

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 SENCo 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 SENCo, 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.

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 SENCo 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 children and young people 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 SENCOs and teachers. When meetings are held between parents/carers and the SENCO 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 children and young people 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 the children 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.

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 SENCO. We are always keen to discuss issues of concern and seek a satisfactory resolution face to face, where possible. If there continues to be cause for complaint, parents should address their concerns through the school's official complaints policy.

RELATED POLICIES

- Admissions policy
- Anti-Bullying policy
- Complaints policy
- EAL policy
- Accessibility plan

GLOSSARY

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
SENCO	Special Educational Needs Co-ordinator
SEN SUPPORT	The new 2015 global term referring to the pupil support offered previously as 'School Action' and 'School Action Plus'

Senior, Junior & Pre-Prep SENCOs
September 2018
Review: September 2020

APPENDICES

Appendix 1.

The Graduated Approach

ASSESS	Staff and the SENCO 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 SEN 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 child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning and should work closely with teaching assistants or specialist staff involved with the child.
REVIEW	The effectiveness of the support will be reviewed in line with agreed dates. Subsequent provision 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 termly and re-issued twice yearly.

Appendix 2 a,b,c 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
<p>Cognition and Learning</p> <p>e.g. MLD (moderate learning difficulties) SLD (severe learning difficulties) SpLD (specific learning difficulties affecting one or more aspects of learning)</p>	<p>Quality First Teaching/continuous provision - planned and delivered by teachers/key persons and advised by SENCO</p> <ul style="list-style-type: none"> ● Differentiated Curriculum planning and work to ensure personalised learning: <ul style="list-style-type: none"> ○ Child led planning / planning from children's interests and next steps ○ Regular observations, communicated to parents (Tapestry) ○ Subtle ability groups (Rec only) ● Differentiated delivery (simplified language, pace of delivery, repetition of instructions etc) ● Increased visual aids: visual timetable, snack time visuals, name writing cards, 	<p>Small group support</p> <ul style="list-style-type: none"> ● Small focus groups when necessary, advised by SENCO but delivered by in class staff. ● Reinforcement of class work within small group setting (as above) ● Phonics focus groups- small group support for those needing to revisit Phases ● Intervention activities for individual children. ● Additional resources sourced such as talking tins, phonics phones, coloured photocopy paper, pastel whiteboards. 	<p>Intensive 1:1 structured programme of support</p> <ul style="list-style-type: none"> ● 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. ● Additional individual reading with volunteer, parent, sixth former (Rec) ● Additional resources sourced such as sensory equipment, wobble cushion, writing aids/slanted tables etc ● In some cases, when the

	<p><i>listening fans/prompts, use of STC, alphabet mats etc, number washing line</i></p> <ul style="list-style-type: none"> ● <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> ● <i>Full time teaching assistant / support staff</i> ● <i>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)</i> ● <i>Multi-sensory learning experiences across continuous provision and adult led provision.</i> ● <i>Seating of children at carpet time considered according to needs</i> 		<p><i>school and parents agree it is necessary - one to one support provided</i></p>
<p>Communica -</p>	<ul style="list-style-type: none"> ● <i>Differentiated curriculum planning, activities</i> 	<ul style="list-style-type: none"> ● <i>in class support from TA with focus on</i> 	<ul style="list-style-type: none"> ● <i>Speech and Language support</i>

<p>tion and Interaction</p> <p>SLCN (speech language and communication needs)</p> <p>ASD (autistic spectrum disorder)</p>	<p>delivery and outcome, such as simplified language, repetition of instructions</p> <ul style="list-style-type: none"> ● Increased use of visual aids and modelling - listening fans etc ● 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 	<p>supporting speech and language</p> <ul style="list-style-type: none"> ● Small 'social skills' groups such as 'nurture group' where necessary 	<p>from NHS, Private Speech Therapist delivered in school</p> <ul style="list-style-type: none"> ● Input from external agency e.g. BIBIC, Autism Outreach ● Support for alternative forms of communication e.g. Makaton, STC ● Personalise d visual aids ● <p>In some cases, when the school and parents agree it is necessary - one to one support provided</p>
<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 ● Class rules developed together at the beginning of the year, reinforced visually in each classroom, and 	<ul style="list-style-type: none"> ● Small group Circle time, or 'Social Skills' groups 	<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

<p>ADHD (attention deficit hyperactivity disorder).</p>	<p>through day to day activities</p> <ul style="list-style-type: none"> ● Positive reward systems - The Three Bees, traffic lights ● Nurturing school ethos which recognises and values equality and diversity. ● Seating of children at carpet time considered according to needs 		<p>In some cases, when the school and parents agree it is necessary - one to one support provided</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 - sticky kids, wake and shake, plus Funky Fingers and Fitness Friday 	<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 SENCO ● Sensory processing aids, e.g. special socks and clothes ● Time out space

	<ul style="list-style-type: none">• <i>Weekly EYFS Games session differentiated for all needs - high adult:child ratios to allow for support where necessary.</i>		
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b) WCS Pre-Prep /Junior School Provision Map

Category of SEND:	Wave 1 Provision	Wave 2 provision	Wave 3 Provision
<p>Cognition and Learning</p> <p>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>High Quality Teaching - planned and delivered by teachers and advised by SENCO</i></p> <ul style="list-style-type: none"> ● Differentiated curriculum planning and work to ensure personalised learning ● Differentiated delivery (simplified language, pace of delivery, repetition of instructions etc) ● Increased visual aids: tinted paper, overlays, key words lists, alphabet arcs ● Differentiated outcomes (use of ICT, visual/audio rather than written presentation) ● Practical maths resources available to all when needed ● Illustrated dictionaries/word mats/spell checkers ● Use of writing frames, mind mapping frames/software ● in-class support from TA ● Support for homework 	<p><i>Small group support</i></p> <ul style="list-style-type: none"> ● structured maths programme e.g. Rapid Maths ● reinforcement of class work within small group setting ● maths bags of equipment available to all Wave 2 maths support groups ● Letters and Sounds Phase work ● Alpha to Omega and Read Write Inc material ● High Frequency Spelling Booklets (Word Shark) ● Athletics and other computer software ● Word Shark and Nessy Learning Programmes ● Primary Ed resources ● test access arrangements 	<p><i>Intensive 1:1 structured programme of support recorded in a Personal Learning Plan</i></p> <ul style="list-style-type: none"> ● in literacy, and numeracy ● One to One LSA ● intensive remedial programmes such as Toe by Toe, Read Write Inc, Power of 2, Teodorescu ● Additional individual reading with volunteer, parent, sixth former. ● Paired reading systems ● memory skill training ● peer tutoring system ● Allocated chrome book for maximum opportunities to use ICT. ● test access arrangements

<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, use of an instructions buddy • Increased use of visual aids and modelling • Visual timetables and visual prompts • Use of symbols and flash picture cards • Highly structured routines 	<ul style="list-style-type: none"> • in class support from TA with focus on supporting speech and language • additional use of ICT - e.g. text to speech software • test access arrangements 	<ul style="list-style-type: none"> • Speech and Language support from NHS, Private Speech Therapist delivered in school • Input from Autism Outreach /Bibic • Support for alternative forms of communication e.g. Makaton • Visual organiser • test access arrangements • 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</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. 	<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

<p><i>of behaviours that may reflect underlying mental health conditions)</i></p>	<ul style="list-style-type: none"> ● <i>Support for emotional literacy.</i> 		<p><i>school counsellor</i></p> <ul style="list-style-type: none"> ● <i>Peer mentoring</i> ● <i>Time out in a supportive reassuring space</i> ● <i>test access arrangements</i>
<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 condition</p> <p><i>e.g. epilepsy, diabetes.</i></p>	<ul style="list-style-type: none"> ● <i>Learning environment which meets sensory and physical needs, eg, visual aids, acoustics, lighting and physical space.</i> ● <i>Flexible teaching arrangements</i> ● <i>All staff to be made fully aware of physical impairments or sensory processing disorders and their implications in the school setting</i> ● <i>Medical support from St Andrew's Lodge</i> ● <i>Movement programme (INPP)</i> ● <i>Physio incorporated into class warm up in PE</i> 	<ul style="list-style-type: none"> ● <i>Additional keyboard skill tuition groups</i> ● <i>Additional handwriting practice - e.g. Teodorescu scheme</i> ● <i>Access to writing equipment such as writing slopes, finger spacers, pencil grips</i> ● <i>motor skills group</i> ● <i>test access arrangements</i> 	<ul style="list-style-type: none"> ● <i>Individual medical care plan provided by St Andrew's Lodge</i> ● <i>Physical adaptations to environment</i> ● <i>access to motor skill support and advice from OT</i> ● <i>individual handwriting tuition</i> ● <i>physiotherapy programme provided by school nurse or LSA</i> ● <i>Sensory processing aids, e.g. weighted lap belts, chewellery wrist bands, ear defenders</i> ● <i>staff training e.g in use of epipens</i> ● <i>test access arrangements</i>

c) WCS Senior School Provision Map

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

	<ul style="list-style-type: none"> • <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>Communication and Interaction</p> <p>SLCN (speech language and communication needs) 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 prompts</i> • <i>Structured routines</i> • <i>Google Classroom</i> • <i>Exam access arrangements</i> • <i>Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud</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> • <i>Exam access arrangements. Extra time, word processing, reader, scribe, separate invigilation, prompt, read aloud</i> 	<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> • <i>St Andrew's Lodge</i> • <i>Assistance with developing suitable personal organisation strategies and technology e.g. Google calendar</i> • <i>6th form mentor</i> • <i>Long term 1:1</i>
<p>Social, Emotional and Mental health difficulties.</p>	<ul style="list-style-type: none"> • <i>Implementation of whole school positive behaviour policy emphasising</i> 	<p><i>Exam access arrangements</i></p> <ul style="list-style-type: none"> • <i>Separate room, rest breaks. Prompt</i> 	<ul style="list-style-type: none"> • <i>Individual counselling provided by school</i>

<p>ADD (attention deficit disorder) ADHD (attention deficit hyperactivity disorder. Other (a wide range of behaviours that may reflect underlying mental health conditions)</p>	<p>reward and recognition</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Short term 1:1 	<ul style="list-style-type: none"> • 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) Hearing Impairment (including auditory processing disorders) Multi-sensory Impairment, Physical disability - e.g cerebral palsy Long term medical condition 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

Pupil Screening Map

Year	Screening tool	Skills screened
Reception	Early Years Profile. NFER Reading Test. GAP assessment ECAT where necessary	Single word reading
1	Termly Maths Ass. Phonic Ass NFER Reading Test NFER spelling NFER comprehension (end of year) NFER Maths (end of year)	General progress and understanding in maths End yr 1 phonic screening Single Word Reading Single Word Spelling Test
2	InCas Termly Maths Ass. Phonic Ass NFER Reading Test NFER spelling NFER comprehension (end of year) NFER Maths (end of year)	Wide-ranging diagnostic computerised assessment General progress and understanding in maths End yr 1 phonic screening Single Word Reading Single Word Spelling Test
3	LLI Index (Sept) InCas (Oct) NFER Reading, <i>(at beginning of year for LDD and new pupils, for all at end of year.)</i> NFER SW Spelling High Frequency Words' Check (Sept)	Listening and Silent Reading Comprehension Skills & Spelling. Wide-ranging diagnostic computerised assessment Single Word Reading Single Word Spelling High Frequency Words
4	InCas (Oct) NFER Reading <i>(at beginning of year for LDD and new pupils, for all at end of year.)</i> NFER SW Spelling High Frequency Words' Check (Sept)	Wide-ranging diagnostic computerised assessment Single Word Reading Single Word Spelling High Frequency sight and regular words
5	InCas (Oct) NFER Mathematics (Oct) NFER Reading <i>(at beginning of year for LDD and new pupils, for all at end of year.)</i> NFER SW Spelling High Frequency Words' Check	Wide-ranging diagnostic computerised assessment Progress and Understanding in Mathematics Single Word Reading Single Word Spelling

		High Frequency sight and regular words
6	InCas (Oct/Nov) NfER Mathematics (Oct) NfER Reading(<i>beginning of year for SEND and new pupils, for all at end of year.</i>) NFER SWST High Frequency Words' Check	Wide-ranging diagnostic computerised assessment Progress and Understanding in Mathematics Single Word Reading Single Word Spelling High Frequency sight and regular words
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/SENCO:	<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 RoC Form
Record of Concern

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?	
<p>Nature of concern: <i>(To be completed by the individual registering concern)</i></p> <p><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></p>		
<p>Action Requested:</p> <p><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>		

<p>Part B: To be completed by the SENCO</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>	

Appendix 6

List of Current Staff in the Early Years, Junior and Senior SEND departments

<p><u>Early Years and Pre Prep</u></p>	<p>Rebecca Allen - Early Years SENCo</p>
<p><u>Junior School</u></p>	<p>Rebecca Bridgeford-Whittick - Acting SENCo, specialist teacher and assessor</p> <p>Elizabeth Parfitt - specialist teacher</p> <p>Georgina Ford - SEN TA and Learning Support Assistant</p> <p>Tia Osborne - One to One Learning Support Assistant</p> <p>Julie Rogers - One to One Learning Support Assistant</p>
<p><u>Senior School</u></p>	<p>Lauren James - Head of Learning Support/SENCo, specialist teacher and assessor</p> <p>Kate Brown - Specialist teacher and assessor</p> <p>Penny Hall - Specialist teacher and teaching assistant</p> <p>Margaret Humphreys - Specialist teacher and assessor</p> <p>Pamela Burge - Teaching Assistant</p> <p>Bettina Paton-Freeman - Teaching Assistant</p>