



**Abingdon School**  
**SEND and Learning Support Policy**

**1. Key statement: Values and Principles:**

- 1.1. Abingdon School has a published document on the School website, which sets out its 'Aims and Ethos'.
- 1.2. Abingdon School is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). To this end, the School will make its best endeavours to meet the needs of each pupil within the resources available. This policy therefore seeks to inform teaching and learning throughout the school as well as ensure that provision is made for pupils with SEND. Provision for pupils with SEND is a matter for the school's governors, the Head Teacher, the Head of Learning Support, and all members of teaching staff. Abingdon School is committed to a fully inclusive approach to SEND.
- 1.3. The school aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014. As an ISI independent school, the School does not have a statutory obligation to comply with the Code of Practice.
- 1.4. Abingdon School is an independent day and boarding school for boys from 11-18 years. Entrance is through pre-test, entrance examinations, Common Entrance results, GCSE scores, reference from current school, other examination and test scores and interviews. EAL speakers may have additional tests to determine their understanding and usage of the English language. The school's curriculum is suited to the needs of the more able pupil; however, among the school population there is an average representation of mild/moderate Specific Learning Difficulties including mild/moderate dyslexia, mild/moderate dyspraxia, mild attention deficit and hyperactive disorder and mild communication disorders including mild autistic spectrum disorders.
- 1.5. The school has a small Learning Support Department consisting of a full time Head of Learning Support, a full time Learning Support teacher and a part-time Learning Support teacher. Teachers within the department hold specialist qualifications and expertise in supporting pupils with Specific Learning Difficulties.
- 1.6. Abingdon School will take reasonable steps to ensure equal access for all pupils to all areas of school life, within what can reasonably be provided

given the resources of the School, including: the financial cost of making the adjustment; the extent to which making the adjustment would be practicable and effective; the effect of the disability on the pupil; Health and Safety requirements; the need to maintain academic, musical, sporting and other standards; and the interests of other pupils and prospective pupils.

## **2. Definition of SEN:**

- 2.1. A child has 'Special Educational Needs' if he has a learning difficulty, which calls for special educational provision to be made for him.
- 2.2. A child has a 'learning difficulty' if
  - (a) he has significantly greater difficulty in learning than the majority of children of his age – i.e. he has an Educational Psychologist's Report showing that he has below average scores in literacy, numeracy, processing speed or working memory. His learning difficulty is likely to be such that he would meet JCQ criteria for extra time in exams. Mild specific learning difficulties do not automatically equate to a 'learning difficulty'; however, the School recognises that pupils with specific learning difficulties may at various key stages in their education need support to develop their study skills within the context of an academically selective school.
  - (b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind normally provided for children of his age in mainstream schools within the area of the local authority.

## **2.3 Definition of Disability:**

A person has a disability if

They have a physical or mental impairment,

*And*

The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the Director of Admissions and Marketing any reasonable adjustments that would need to be put in place, well in advance of application for a place at the school.

This SEND policy should therefore be read in conjunction with the School's Accessibility Plan and with the School's Admissions Policy.

## **3. Aims and objectives:**

- 3.1. To implement good practice in compliance with current legislation.
- 3.2. To anticipate and meet the needs of those pupils identified as having SEND.

- 3.3. To ensure that no pupil is discriminated against, in any area of school life, on the basis of his SEND.
- 3.4. To ensure that wherever possible reasonable steps are taken to ensure equal access to learning, regardless of SEND.
- 3.5. To identify, at the earliest opportunity, any pupil who may have SEND.
- 3.6. To ensure that all teachers are aware of each pupil's needs, and that such needs are the shared responsibility of all staff.
- 3.7. To ensure that all pupils' records include information relating to their SEND, the interventions that have been provided and the outcomes.
- 3.8. To conduct regular reviews of the pupils' progress.
- 3.9. To work in partnership with the pupils' parents at all stages.
- 3.10. To include the pupils in making decisions about the types of intervention and the targets for action.
- 3.11. To provide a regular INSET programme for teachers.
- 3.12. To provide support for teachers so that all are able to make their best endeavours to make reasonable adjustments for the individual learning needs of pupils.

#### **4. Responsibility for Coordinating and Monitoring SEND:**

- 4.1. The School's Head of Learning Support, Mrs Celia Collins, is responsible for overseeing the Learning Support arrangements in the School and for monitoring and evaluating the progress and needs of pupils with SEND.

#### **4.2. The Head of Learning Support is responsible for:**

- Maintaining the SEND Register and the Learning Support List.
- Maintaining information on the school database relating to the Learning Support received and the needs of pupils on the SEND Register.
- Liaising with subject staff about pupils on the SEND Register.
- The day-to-day management of Learning Support and SEND provision.
- Contributing to the School's INSET programme.
- Updating staff on new information regarding pupils on the SEND Register.
- Organising, overseeing and delivering Learning Support.
- Overseeing whole school screening and liaising with parents regarding outcomes.
- Identifying pupils with possible SEN and advising parents how to seek professional assessment.
- Liaising with parents regarding Learning Support provision and its outcomes.
- Organising and conducting annual reviews for any pupils with Statements of SEND and/or EHC Plans.
- Liaising with the Deputy Head Academic to monitor progress of pupils and to identify those in need of Learning Support.
- Liaising with the Director of Admissions and Marketing with regards to the access arrangements of applicants who have educational psychologists' reports identifying SEN, Statements of SEN or EHC Plans.
- Liaising with the School's Examinations Officers to provide information relating to the access arrangements required for pupils for both internal and external examinations.
- Liaising with external agencies and educational psychologists as required.
- Reviewing pupils on the SEND Register with Housemasters and parents.
- Contributing to Academic Committee and Head of Department meetings.

- Reporting annually to the Head Teacher to review the SEND and Learning Support provision.

#### **4.3. The Responsibility of the Governing Body:**

- The Governing Body's arrangements for coordinating SEND provision comply with the legislative framework, whilst reflecting the differences in governance between maintained and academically selective independent schools.

- Governors are responsible for overseeing School self-review and will, with the Head, decide the School's general policy and approach to meeting pupils' SEND.

- The Governors will ensure that:

- They are fully appraised of the of the school's SEND and Learning Support Policy.
- All Governors are up-to-date and knowledgeable about the School's SEND provision.
- SEND provision is part of the School's development plan.

#### **4.4. The Responsibility of the Teaching Staff:**

All teachers are teachers of children with special educational needs.

- Teachers should:

- Identify in their mark books all boys on the SEND Register and make a note of their specific learning difficulty or SEND.
- Ensure that they have up-to-date knowledge about the implications of the SEND of the pupils on the SEND Register and make their best endeavours to meet the pupils' needs in their classroom teaching.
- Discreetly, but positively, reinforce the learning of pupils on the SEND register in the classroom, whilst having high expectations of all pupils.

### **5. Arrangements for coordinating provision:**

5.1. Provision for pupils with SEND is a matter for the school as a whole. All members of staff are expected to be aware of the learning needs of every pupil that they teach and to make their best endeavours to meet each pupil's need.

5.2. All teachers are expected to refer to the SEND information available on the whole school database, in order to keep fully informed of pupils' needs and the recommendations for their support.

### **6. Admission Arrangements:**

6.1. The School has a published Admissions Policy, which sets out the policy and procedures for admission to the School.

- 6.2. The School complies with the Equalities Act 2010, and does not discriminate in any way regarding entry. We welcome pupils with special educational needs and disabilities, providing that they are able to cope with the academic and Other Half curriculum with reasonable adjustments, and that our Learning Support Department is able to offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. However, we advise parents of children with special educational needs or disabilities to discuss their son's requirements with the School as early as possible in the admissions procedure.
- 6.3. The method of selection for admission to Abingdon School varies according to age. The admissions process is designed to identify boys who have the aptitude and capacity to profit from a rigorous academic education as expressed in the School curriculum, combined with an ability to contribute to the School's extra-curricular "Other Half" programme.
- 6.4. The school welcomes pupils with SEND, provided that their needs can be met with reasonable adjustments and that their admission is compatible with and not to the detriment of:
- The provision of efficient education for the pupils with whom they will be educated
  - The need to maintain academic, musical, sporting and other standards
  - The efficient use of resources
  - Health and Safety requirements.
- 6.5. Should any pupil have an identified SEND, we encourage parents to provide relevant reports - such as educational psychologists' reports or medical reports - when making application for admission. This is to ensure that the school is able to anticipate the pupil's needs, put reasonable adjustments in place and ensure equal access at admissions.
- 6.6. Parents and schools should therefore discuss with the Director of Admissions and Marketing their child's SEND, along with any need for adjustments at admission. This discussion should take place well in advance and before pupils undergo the usual assessment procedure for their age. If access arrangements (such as extra time or word processing) are required, parents or schools will need to provide an up to date report, carried out by an appropriately qualified specialist, showing evidence of need.

## **7. Special Educational Provision means:**

- 7.1. Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools maintained by the local authority (other than special schools).
- 7.2. **Pupils with Statements of SEND or Individual Education Health and Care (EHC) Plans:**

- Abingdon School complies with the existing statutory requirement to conduct an Annual Review of Statement for all pupils with an LA Statement of Educational Need. The School also aims to comply with its obligations in maintaining EHC Plans for pupils as required.

### **7.3. Learning Support**

- We aim to provide a graduated response to match each pupil's level of need. At each stage, pupils are encouraged to take an active role in managing their learning and to set themselves high standards. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings. A copy of the information given is sent to the pupil's tutor and housemaster.

### **7.4. Abingdon's approach to Learning Support is graduated broadly as follows:**

Wave 1: Reasonable classroom adjustments/differentiation for pupils with recognised SEN.

Wave 2: Small group interventions to target key skill areas in specific year groups, particularly in years 1, 3 and 5.

Wave 3: Individual Learning Support lessons for study skills, most short term; some long-term.

### **7.5. The main forms of intervention are:**

- Reasonable adjustments and/or additional intervention by the teacher within the context of day-to-day classroom teaching
- Small group interventions for pupils identified as needing support from screening tests, including revision 'clinics' offered by subject teachers.
- Withdrawal work in a 1:1 situation for assessment and learning support, provided at no extra charge for up to six lessons
- Withdrawal work in a 1:1 situation to implement the recommendations of an EP report, provided at no extra charge for up to six lessons
- Up to six lessons of study skills on the recommendation of the Deputy Head Academic, as a result of underperformance in end of year exams.
- Exam reviews for pupils having access arrangements in exams
- Longer-term 1:1 support is available if parents request this following the initial six lessons. This, however, qualifies as extra tuition additional to the tiered support already available. As such, this is chargeable to parents and will only be put in place following close consultation with parents and with parental consent.
- The majority of pupils follow the full curriculum and Learning Support lessons are arranged on a 'rotational' basis or off timetable, to minimise disruption to lessons.
- In exceptional circumstances, a boy may be permitted a slight adjustment to or a reduction of his curriculum, based on the specific recommendations made in an Educational Psychologist's Report or medical report. This will only be put in place following close consultation with the pupil, with parents,

with tutor and housemaster, and with the Head of Year and the Deputy Head Academic.

- 7.6. Parents have the overall responsibility for taking decisions about the management of their children's Learning Support. Parents who do not wish their son to have Learning Support in school and prefer to arrange tuition outside school should make their own arrangements. However, they should endeavour to ensure that the School is given copies of all reports received. Parents will need to ensure that such tuition does not conflict with the curriculum, including the 'Other Half' programme of extra curricular and sporting activities.

## **8. Facilities for pupils with disabilities**

- 8.1. The School has a published Accessibility Plan, setting out the existing facilities and the School's plans to anticipate and meet the needs of pupils with disabilities.

## **9. Allocation of Resources for pupils with SEN**

- 9.1. The School has a Learning Support Department, located in the Coach House next to Whitefield on the Park Crescent. This is equipped with up to date teaching and assessment resources designed to support the learning of pupils with specific learning difficulties. The Head of Learning Support has the responsibility for managing the Department budget to ensure that the Department continues to be well resourced and up to date.
- 9.2. The School employs two full time teachers and one part time teacher to deliver Learning Support to pupils both individually and in small groups. The School also provides the resources in terms of rooms, invigilation and equipment for exam access arrangements for entrance tests, internal exams and external exams.

## **10. Identification and assessment of pupils' needs:**

- 10.1. Whilst many pupils join the school with a diagnosis of SEN or disability already in place, the school has in place a number of procedures, which can act as trigger points at which a pupil may be identified as having a possible SEND and referred for formal assessment if needed.
- All pupils in first and third year are routinely screened using tests of reading, spelling and writing.
  - The results of these screening tests are analysed in conjunction with the results of MidYIS baseline tests. Disparities between scores and underachievement in tests can trigger individual diagnostic testing by a member of the Learning Support Department and/or Learning Support either in small groups or on an individual basis.
  - The Head of Learning Support meets with the Deputy Head Academic after each series of School exams to discuss pupils who are underachieving and may need Learning Support to help them achieve their academic potential.
  - Teachers make referrals when there are concerns about a pupil's work.

- Housemasters make referrals if concerns are raised.
- Pupils, or their parents, may request intervention from the Learning Support Department.
- A member of the Learning Support Department conducts diagnostic tests with boys who are referred to Learning Support.
- The Head of Learning Support contacts the parents of all pupils who are referred to the Learning Support Department and keeps them informed of the results of any screening, diagnostic testing or interventions that have been put in place.
- The Head of Learning Support may recommend that parents arrange for a formal assessment by an educational psychologist or medical practitioner, if it is felt that there are indications of a specific learning difficulty or SEN. It is the responsibility of the parents to arrange for such assessments, however the Head of Learning Support will offer advice regarding any need for this and how parents can proceed in arranging for an assessment.
- Following formal assessment, the parents should provide a copy of the assessment report to the Learning Support Department. The Head of Learning Support will then invite parents for a meeting to discuss the findings of the report and the next steps to support their son, acting on any recommendations made in the report.

## **11. Records of SEND**

- 11.1. All pupils with identified SEND are listed on the SEND Register. This also lists any pupil who has received support within the Learning Support Department during the current or the previous academic year. Both the SEND Register and the Learning Support List are updated regularly and are shared via 'isams' with all members of the teaching staff.
- 11.2. Summaries of pupils' SEND, recommendations for their support and any access arrangements, as well as brief records of support, are recorded on the school's electronic database (isams).
- 11.3. In addition, the Learning Support Department maintains paper records in secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each pupil on the SEND register, as well as for all pupils who have received Learning Support.

## **12. Access to the curriculum, information and associated services**

- 12.1. All pupils at Abingdon School follow the full curriculum of subjects, including a curriculum of ten subjects to GCSE and three or four A' Levels. Learning Support lessons are arranged on a rotational basis or off timetable to ensure that this curriculum is not unduly disrupted.
- 12.2. In exceptional circumstances, a pupil may be permitted to follow a slightly reduced curriculum by discontinuing one of their subjects. In such cases, the pupil will have weekly Learning Support and supervised study in place of the subject which has been discontinued. This arrangement is only made on the specific recommendation of an educational psychologist's report and can

only be put in place after close consultation with teachers, Housemasters, Head of Year, Head of Learning Support, parents and the pupil himself.

### **13. Inclusion of pupils with SEND**

- 13.1. Abingdon School aims to provide a fully inclusive education both in terms of the academic curriculum available to all pupils, and the 'Other Half' program of extra curricular activities. All pupils are expected and encouraged to participate fully in the School's 'Other Half' program.

### **14. Evaluating the success of provision**

- 14.1. The School makes its best endeavours to evaluate the success of its provision, including:
- Consultation with subject teachers, tutors and housemasters regarding the outcomes and recommendations of Learning Support
  - Consultation with and involvement of parents and pupils
- 14.2. In evaluating the success of provision, the Learning Support Department is able to refer to the following:
- The numbers and patterns of boys referred to Learning Support
  - The range of needs addressed and the range of support put in place
  - The involvement of teachers and outside agencies
  - The Learning Support Lists and SEND Registers
  - Progress made on Learning Support targets agreed with the pupil
  - Progress made with support compared to MIDYIS scores and screening tests
  - The effectiveness of INSET delivered and of lesson observations and feedback
  - Records of meetings
  - Records of any complaints and how these were resolved
  - Records of exam reviews with pupils
  - Comparison of exam results before and after Learning Support interventions
  - Analysis of GCSE and A' Level results of pupils who have received support
  - The effectiveness of provision plans and any need for further support
- 14.3. Given that teaching is a matter for the whole School, it is not always possible to measure pupils' progress in Learning Support in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the Department is able to evaluate its success.

### **15. In service training (CPD)**

- 15.1. Members of the Learning Support Department provide training for teachers as follows:
- Observing teaching and learning on a rolling basis, and providing feedback to individuals and departments involved

- Advising teachers on the specific difficulties of pupils, their profiles of strengths and weaknesses and teaching strategies to support them in the classroom
  - Providing INSET sessions for new teachers
  - Providing whole School INSET
  - Providing individual training as needed.
- 15.2. In addition, members of the Learning Support Department attend specialist courses as appropriate to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These include but are not limited to:
- Attending courses to update information regarding exam access arrangements
  - Attending the annual ISC SEN Conference
  - Attending other courses as relevant
  - Attending Haileybury Group SENCO meetings to share and exchange good practice in independent schools.

### **16. Working with parents**

- 16.1. Parents are closely consulted regarding their son's needs at all stages. They are kept fully informed of concerns, recommendations and outcomes by email, telephone consultations and meetings.

### **17. Involving pupils in their learning**

- 17.1. Abingdon School has high expectations of all pupils and encourages pupils to take responsibility for their learning. The boys are involved in identifying areas for support and in agreeing targets for Learning Support.
- 17.2. The Learning Support Department monitors the progress of the boys by inviting them for reviews following Learning Support.

### **18. Links with other schools**

- 18.1. Abingdon School has a partnership with Fitzharry's School – a local LA maintained School.
- 18.2. The School maintains close links with our 'sister school' within the Abingdon Foundation – St Helen's and St Katherine's School. Pupils are taught in both schools in the 6<sup>th</sup> form.
- 18.3. The Head of Learning Support liaises with Abingdon Preparatory School and with Heads of Learning Support at other Prep Schools, to ensure we are appraised of and can anticipate and meet the needs of boys joining the School.
- 18.4. The Head of Learning Support liaises with the 'Unicorn School', a local independent school specialising in teaching pupils with dyslexia.

## **19. Links to other agencies and voluntary organisations**

- 19.1. The Learning Support Department can offer advice to parents seeking assessment or specialist support outside school as needed. As an independent school, Abingdon School does not have access to the services in the 'local offer'.
- 19.2. The Learning Support Department is however able to advise parents seeking specialised assessment for their sons, such as educational psychologists' or medical assessments.

## **20. Complaints procedure**

The School has a published [Complaints Procedure](#). The School will aim to resolve most complaints informally and by mutual agreement. Parents are referred to the School's Complaints Procedure where it has not been possible to resolve complaints informally.

**Celia Collins**

**Head of Learning Support**

Last internal review: May 2019

Last governor review: May 2019

Next governor review: May 2020