



Ackworth School

Special Educational Needs and Disability (SEND) Code of Practice Policy (1/12/15)

This policy is applicable to all pupils, including those in the EYFS.

Key Staff

Head of Learning Support: Carol Francis

Coram House, Senior Teacher (Assessment) - including EYFS: Elizabeth Jordan

Head of Autism Resource (AR): Lynne Ward

Head of the International Centre (IC): Elizabeth Sochacka

Line Manager: Deputy Head, Pastoral: Guy Emmett (SMT)

This Policy addresses ISI Regulatory Requirements Part 3 - Welfare, Health and Safety of Pupils. The SEND Code of Practice 2014 came into force in April 2015, and supersedes the Special Educational Needs and Disability Act of 2001.

Ackworth School is an educationally inclusive School, where the teaching and learning, achievements, attitudes and well-being of every pupil matter. We recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an Additional Language.

Ackworth 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.

Every teacher is a teacher of every child or young person including those with SEND. It is also the responsibility of every member of staff to identify and refer students who may be considered as having SEND.

An appendix to this policy contains detailed information about the identification and assessment arrangements, monitoring and review procedures for children with SEN in Coram House.



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Introduction

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to the Code, it cannot be ignored. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code. The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Admissions



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1. The School's Admissions Policy makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice (0-25) 2015, Equality Act 2010), the School is committed to deal appropriately and supportively in the admissions assessment process.
2. Where a parent requests confidentiality regarding a pupil with SEND, this request would limit what the School could provide in making reasonable adjustments. Under these circumstances the School has the right to decide the balance of confidentiality, and possible and reasonable adjustments for inclusion.
3. Parents of disabled children are also offered the opportunity to discuss their child's needs with the Heads of School and Head of Learning Support. Arrangements can be made for discussions between the class teacher and the parents, prior to entry, in order to establish clear procedures. In addition, arrangements can be made for discussion with the School prior to entry, in order to ensure that the school can offer the appropriate curriculum, environment, medical support and complete any necessary staff training.
4. No child should be discriminated against on entry into the School because of their individual needs. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that the School can provide them with the support that they require. Ackworth School is, however, an academically selective school and reserves the right to continue this process. Independent Schools may select on grounds of both ability and aptitude. All pupils must therefore satisfy the academic criteria. The School's policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability. Separate admissions procedures apply to the Autism Resource.



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5. In the Senior School, during the entrance test day, a separate room is normally set aside for students/pupils with learning problems, such as dyslexia etc., supervised by the school's SEND teacher. She is able to provide guidance and to administer extra time as appropriate in order to ensure that such students are not put at a disadvantage.

Entrance into Pre-prep is assessed informally during a taster day. Any individual needs will be supported by the class teacher and teaching assistant during this time. The formal assessments undertaken for entry into Year 3 upwards are carried out on a one to one basis and therefore any learning needs will be supported by the teaching assistant administering the test.

6. Ackworth accepts pupils who have specific learning difficulties, such as dyslexia, and those for whom English is not their first language (EAL). We also offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD, autism and Asperger Syndrome, and emotional problems. We have an Autism resource which offers places for up to 10 pupils with Autism Spectrum Conditions. Suitability of the structure of school buildings and their limitations for each pupil has to be considered. This will be carried out in consultation with each pupil, parents and any appropriately qualified person provided they meet our entry criteria in the academic entrance test.
7. We would encourage parents of children with special educational needs to discuss their child's requirements with us before he or she sits our Senior School entrance test so that we can make any reasonable adjustments for him/her. Parents should provide a copy of the EHCP where appropriate along with a copy of an Educational Psychologist's report or medical report to support their request, for example for extra time or other special arrangements. In assessing any pupil or prospective pupil, the school may seek advice from previous schools and other professionals working with the prospective pupil, and require such assessments as it regards appropriate.

In Coram House, additional taster days may be requested in order to facilitate the school's assessments of the child's individual needs with the full involvement of the Form Teacher, the Senior Teacher (Assessment) and any relevant specialist staff.

Separate admissions procedures apply to the Autism Resource.



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Identification and Assessment of SEND

Initial Assessment and Referral

8. All prospective students undertake an assessment with Admissions and/or the Head of Learning Support. Tests of verbal ability, non verbal ability, spelling, reading and maths are used. Further specialist assessment is recommended when appropriate, carried out by the Head of Learning Support or the Head of the Autism Resource. Students who enter the school with a known difficulty must provide a current (within 2-years) Educational Psychologist's report. Subject teachers who recognize a student is having difficulty will discuss this with the tutor and the Head of Learning Support and/or the Head of the Autism Resource if appropriate.
9. Class and subject teachers, make regular assessments of progress for all pupils. These are one way of identifying pupils making less than expected progress given their age and individual circumstances. In both Coram House and Ackworth School, a number of formative and summative assessment tools, as well as CEM testing, provide useful information, when considering learning difficulties. Insufficient progress can be characterised by that which:
 - a) is significantly slower than that of their peers starting from the same baseline.
 - b) fails to match or better the child's previous rate of progress.
 - c) fails to close the attainment gap between the child and their peers.
 - d) widens the attainment gap.

The Deputy Head (Academic) is responsible for overseeing all data, target setting, monitoring and evaluation in the Senior School.

The Senior Teacher (Assessment) is responsible for this in Coram House

10. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.



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11. In the Senior School a parent/carer who is concerned about their child's progress will be directed to the form tutor, who will refer the concern to the Head of Learning Support. Parents may also speak directly to the Head of Learning Support, who will liaise with teaching staff. Students are encouraged to discuss with staff, any difficulties they might be experiencing. Their concerns are shared with tutors, teachers and the Head of Learning Support.

In Coram House, any concerns raised by a parent/carer are discussed with the Senior Teacher (Assessment) who will work with the Form Teacher and, where necessary, the Head of Learning Support, to provide support for the child including interventions and IEPs.

Monitoring progress

12. In the Senior School the Head of Learning Support has responsibility for assessment and tracking of pupils on the SEN register. This enables them to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling every child to achieve his/her potential. Students who receive 1:1 learning support tuition have an IEP/What Helps Me sheet which is reviewed at least every year. Other pupils identified as requiring a plan may be in all mainstream lessons. Parents are informed of the outcomes of the reviews via the School end-of-term reports. The Head of Learning Support is responsible for monitoring the quality of learning support lessons. This is assessed through a review system, which is also used in the AR.

In Coram House, monitoring will be carried out regularly by the Senior Teacher (Assessment) in liaison with the form staff and subject coordinators. Significant achievements and difficulties will be recorded. The Senior Teacher (Assessment) will review the monitoring information on at least a termly basis and make adjustments to the provision for the child, if appropriate, in liaison with the Head of Coram House. Where a child is on an Individual Education Plan (IEP), a review will take place at least three times a year, although some pupils may need more frequent reviews. The Senior Teacher (Assessment) will take the lead in the review process. Parents/carers will be invited to contribute and will be consulted about any further action. As part of the review process, the Senior Teacher (Assessment) and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a joint



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decision between parents/carers and the Head Teacher and Senior Teacher (Assessment) may be made to begin work with external specialist services. This will normally require funding by parents/carers.

13. Progress for pupils in the Autism Resource is monitored by the Head of Autism Resource.

English as an additional language (EAL)

14. Students who require EAL tuition are usually identified on application and referred to the EAL teacher. It is important to note; it may be necessary for overseas students to demonstrate a certain level of competence in English before any student visa can be issued. Details of the latest regulations relating to this can be obtained by contacting the School. Our Head of the International Centre (IC) can also give details of the 'online' testing systems available for providing evidence of competency in English.
15. All students admitted to the school requiring EAL support will be assessed in terms of how much assistance they require, but typically this is likely to be 1-2.5 hours per week specialist teaching in addition to the normal curriculum. The students will be offered the opportunity to achieve Key English Test (KET)/Preliminary English Test (PET) and International English Language Test System (IELTS) for English proficiency.
16. Identifying and assessing SEND for children or young people whose first language is not English requires particular care. All aspects of a child or young person's performance in different areas of learning and development is reviewed regularly to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. We recognise that difficulties related solely to limitations in EAL are not SEND.

Curriculum

17. Appropriate action will be taken to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by SEND pupils. Dyslexia-friendly practices are in evidence and the use of assistive technology is encouraged and is being developed. Pupils in Autism Resource have 1:1 support staff in mainstream lessons who will advise on autism-friendly strategies where appropriate.
18. Prospective SEND pupils and their parents may discuss their specific requirements in advance with the Head of Learning Support and Heads of Schools, to ensure that learning support and other needs are identified and made known to relevant staff.



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19. All appropriate steps will be taken to ensure that a pupil who develops a disability during his/her time at Ackworth School has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who has a disability at the start of their school career.

Pupils in the Autism Resource follow a full curriculum taught either in Shed Court or in mainstream lessons.

Extra-curricular Activities

20. The range of sporting activities offered by the School ensures that there are a number of activities particularly suited to pupils with a certain disability (e.g. swimming) while others (e.g. football) are inherently inappropriate. The specialist courses in individual sports available to coaching staff now invariably include training in meeting the needs of those with disability. Staff are encouraged to attend such courses as and when possible. The School will endeavour to ensure that all disabled pupils are able to participate in some sporting activity. The range of extra-curricular activities is sufficiently extensive and varied to ensure that pupils with a disability are able to participate fully in the School's extra-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment. Ackworth School will wherever possible make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available to the school and the health and safety requirements – the SEND Code of Practice 2014 does not override the School's duties under Health and Safety legislation.
- The interests of the other pupils and persons who may be admitted to the school as pupils.

21. In the event that a pupil's extra-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible.

Exam access arrangements

22. The Equality Act 2010 requires an examination board to make reasonable adjustments where a person with disability would be at a substantial disadvantage in undertaking an assessment. Access arrangements allow learners with special educational needs,



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disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks. How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

23. The Head of Learning Support gathers a range of evidence: knowledge of whether the pupil has substantial and long-term difficulties/disabilities (this could be from Statements or EHCPs), teacher assessments, class tests and exams, class work, the pupil's 'normal way of working' and educational psychologists' reports or medical reports. The Head of Learning Support and Head of the AR liaise on the requirements for pupils in the AR. Evidence from standardised scores obtained from assessments enable us to make an application with our recommendations to the JCQ (Joint Council for Qualifications). It is the JCQ who make the final decision as to whether they will allow the candidate to use a particular access arrangement. In some circumstances there may be a charge incurred when offering separate invigilation or other facilities that require outside staff to be employed.
24. The use of assistive technology in exams is now being encouraged (reader software and speech recognition) and, for the vast majority, the expectation is that this will become their 'normal way of working'. This allows students independence and control over their access arrangements. Other arrangements are 25% extra time, a reader, amanuensis, prompter etc. These will normally reflect a pupil's normal way of working throughout the school.



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Pastoral Care

Health and Safety

25. The School will ensure all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the school which affect them.

Children with medical conditions

(With regard to legislation: Section 100 of the Children and Families Act 2014; Supporting Children with Medical Conditions, 2014 (non-statutory advice))

26. The School recognizes that not all children with medical conditions will have a disability and not all will have special educational needs. Children with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. Children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. In supporting children with medical conditions, the School establishes relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils.
27. The social and emotional implications associated with medical conditions are handled sensitively by the School. We recognize that children may be self-conscious about their condition; some may be vulnerable to bullying or develop emotional disorders such as anxiety or depression around their medical condition. A number of strategies are employed to support these social and emotional needs:
 - a) education for all pupils about disability issues. We respond to requests from pupils with medical conditions and their parents, asking for a health professional if necessary to speak to the pupils' peers about the medical condition. The way in which this is conducted is agreed with the pupil and his/her parents. This process will also be followed when supporting pupils with autism or other needs; however, the Head of the Autism Resource will deliver training, advice and support.
 - b) improved training for staff to identify difficulties at an early stage, with a focus on the tutor system (using specialist outside agencies, where appropriate).



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- c) enhanced role for those who are first-aid trained in co-ordinating feedback about pupils with disabilities. Although first-aid training on its own might not be sufficient to provide for some children's medical needs. Where necessary, additional training will be sought.
- d) use of Peer Mentors, Specialist Learning Mentors (Autism Resource) or Learning Support Assistants as appropriate, to aid integration of the disabled pupil.
28. Long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health. Reintegration back into school is carefully supported. The precise details of how long-term absences are managed has to be addressed on a case-by-case basis, but every attempt is made to ensure children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.
29. Short term and frequent absences, including those for appointments connected with a pupil's medical condition, are also managed on a case-by-case basis, being dependent on the frequency of the absences. Limiting the impact on the child's educational attainment and emotional and general wellbeing is important.
30. For certain medical conditions and SEND, when the pupil undertakes activities of a sporting or extra-curricular nature and if they go on school trips, additional risk assessments will be undertaken by their Peer Mentors, Specialist Learning Mentors (Autism Resource) or Learning Support Assistants to ensure that all activities are appropriate and adequately supported. These will involve parents and pupils, where necessary. Our aim is that all the activities we provide are as inclusive as possible.
31. The School has a duty under the SEND Code of Practice 2015 to ensure that less favourable treatment does not occur in any area but particularly in the following areas:
- curriculum
 - teaching and learning
 - timetabling, classroom and school organization and setting
 - serving of school meals
 - interaction with peers, societies and activities
 - assessment and exam arrangements
 - school discipline
 - exclusion/suspension procedures
 - preparation of pupils for their next phase of education



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All of these are bound by the limits of reasonable adjustment as detailed in the DDA 2005. Ackworth School's Special Needs curriculum, assessment, and examination provision falls under the jurisdiction of the Head of Learning Support. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

Appointment of Staff

32. Ackworth School declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The School will ensure that, whenever practicable, physical handicap or disability is in itself no bar to recruitment, promotion or training. The School expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy.

Staff training in SEND

33. The Head of Learning Support has the appropriate qualifications and/or experience to teach children with specific learning difficulties. They have opportunities to receive further CPD when appropriate courses are identified. The Head of Learning Support is actively involved in providing regular advice, support or training for all teaching staff, in relation to SEND issues. *In preparation for the new year, as well as, throughout the year, the Head of Learning Support, Deputy Head (Pastoral) and Deputy Head (Academic) provides staff with information on children with SEND, and how they should provide for their needs. The School Nurse also provides information to staff and pupils. The Head of the AR provides staff with information about children with autism.
34. In Coram House the Senior Teacher (Assessment) has a Post Graduate Certificate in the Coordination of Special Educational Needs. Ongoing CPD is undertaken to ensure that the needs of every child are being addressed, including in the use of assistive technology. As the Senior Teacher in Coram House, she is responsible for working with all staff to ensure they are trained in meeting the needs of children with SEND and is able to offer advice and support when necessary. Weekly meetings take place with all staff who are working with intervention groups. Any relevant feedback from this is discussed with the Head of Coram House and, where appropriate, in weekly pupil briefings.
35. The Head of Autism Resource is qualified to teach pupils with a range of Autism Spectrum Conditions (ASC) and is able to train, support and advise staff, particularly



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those working with pupils with ASC. Staff in Autism Resource receive regular, documented in-house training in working with pupils with ASC from the Head of Department, and all Autism Resource staff are able to undertake additional CPD where this is identified as appropriate. Specialist Autism Resource staff who attend mainstream lessons are able to give specific advice on the pupils for whom they are responsible.

Accessibility

Accessibility: Buildings and Site

36. Under the SEND Code of Practice 2014, the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development. Ackworth School has to take into consideration its Grade 1 historic buildings on an extensive and scattered site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible, the site is not suitable for children with severe physical impairments or disabilities.
37. As a historic building with a large campus, access to some areas of the school/some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.
38. In both Ackworth School and Coram House, lessons are based in various rooms. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts. Pupils with impaired mobility would be disadvantaged by these arrangements. These may be remedied by giving consideration to making reasonable adjustments to the location of lessons.
39. The use of assistive technology is encouraged and is being developed.

The Medical Centre

40. Ackworth School has a fully staffed medical centre that is open during the school day so that qualified help can be summoned quickly. The School Doctor holds a surgery on Tuesday every week. The medical team are always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.



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InSeT

41. The School recognises the needs for staff InSeT on issues of SEND provision and incorporates this within the plans for full staff InSeT. In addition, all awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff meetings.

Complaints procedure

42. The first point of contact if a parent wishes to discuss concerns should be the tutor or the Head of Learning Support. All concerns will be investigated, and the outcome reported back to parents within the agreed timeframe. Formal complaints can be made in accordance with the Complaints Policy, a copy of which can be found on the website. In Coram House, parents may choose to either speak with the Form Tutor or the Head of Coram House.
43. If the pupil is a part of the Autism Resource and the parent wishes to discuss concerns they should contact the Head of the Autism Resource, who is able to liaise with relevant staff as appropriate.

Review

44. Ackworth School is committed to reviewing regularly both admissions procedures and policies and issues of access to learning to ensure that a continuous responsibility is exercised. Other areas of policy and provision should in addition, where appropriate, be reviewed with SEND in mind.

The Autism Resource has a separate admissions policy.

Educational Inclusion

45. The School is an educationally inclusive School, where the teaching and learning, achievements, attitudes and well-being of every pupil matter. Autism Resource pupils will be included in main-stream lessons and taught by mainstream teachers wherever appropriate. Autism Resource pupils in such lessons will usually have one-to-one support, as agreed. They may have differentiated curriculum and assessment as planned by the Head of AR and relevant teaching staff in order to cater for their individual learning needs and styles, and to maximise their individual potential.

The Autism Resource has a separate Admissions Policy.



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46. Through appropriate curricular provision we recognise that pupils had different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with educational needs, those from all cultural backgrounds and pupils with English as an additional language. It is the responsibility of every member of staff to identify and refer students who may be considered as having special educational needs. This reflects the concept of Quality First Teaching.
47. All pupils may have special needs at different times and, therefore, a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Staff will work closely with the Head of Learning Support in the identification of pupils who may have special educational needs, drawing on teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Outside agencies will be consulted where appropriate. Pupils will be involved in this process and parents will be appropriately involved at every stage when special educational provision is made for their child.

Organisation of Provision

48. At the beginning of each academic year a Register of Pupils requiring additional support, who have received support in the past years, or who give cause for concern, is collated and circulated. This is regularly updated throughout the year in consultation with the appropriate staff, parents and pupils. Regular meetings are held for this purpose to discuss cases and to impart information. A graduated response is required so that pupils at whatever level or with whatever difficulties are supported appropriately. This is collated by Carol Francis who liaises with Lynne Ward about pupils in the Autism Resource.

In Coram House this is collated by the Senior Teacher (Assessment).

49. The timetable is organised at the beginning of the Autumn Term, after discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil without encroaching on other lessons.
50. Our timetable provides for a degree of flexibility and, when necessary, will be altered to suit the pupil and teachers, where possible. The needs of pupils with mild difficulties are met within the normal class situation. Where necessary, teachers can consult the



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Specialist Teacher of Dyslexia and Learning Support and will receive advice and materials to help.

51. SEND work in Coram House revolves mainly around literacy skills, mathematical skills, handwriting skills and memory programmes. Study and organisational skills are also developed as part of our special needs programme.
52. Senior School pupils receive help in literacy and mathematical skills, in memory techniques, in presentation and organisation of coursework and projects, and in study skills.
53. Pupils at all stages are gradually taken off support when it is felt to be appropriate. This decision is reached in consultation with all relevant teachers, the pupil and parents. A close vigil is kept throughout the pupil's academic life. His or her name remains on the register along with the details of difficulties which have been experienced. An open door policy is maintained with ad hoc assistance being offered. Pupils are encouraged to seek help when required.

Individual Education Plans (IEPs)

54. There will be pupils in school that will have an IEP. Pupils within the Autism Resource will have an IEP drawn up by the Head of the Autism Resource. These are kept within the Autism Resource, within the SEN files, and copies passed to relevant teaching staff. IEPs will be drawn up after information has been gathered from an assessment, from an EHCP, from teachers, from parents and from the pupil. The IEP will set out the nature of the difficulty, the action that will be taken and details of recommended programmes to follow. A discussion will be held with parents, to outline what help can be given at home. Other pupils with Statements will also have an IEP as well as some of those with other SENDs.
55. Where the advice of outside help is considered necessary, e.g., speech therapy or occupational therapy, this will be included. Additionally, a need for pastoral care may also be identified. In this case the Deputy Head, Pastoral will be consulted.
56. Any further information about the pupil will be disseminated to the appropriate staff by the Specialist Teacher of Dyslexia and Learning Support thereby helping staff to understand and meet the needs of each pupil.



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In Coram House, the information is disseminated by the Senior Teacher (Assessment).

English as an Additional Language (EAL)

57. There is a number of pupils at Ackworth School for whom English will not be their first language. We may recommend that some children receive tuition in English as an Additional Language. For further advice, please see our policy on additional lessons including music, learning support and English as an Additional Language.

Pupils with Statements (or Education, Health and Care Plans [EHCP])

58. Pupils with Statements of special educational needs (or EHCPs) may attend Ackworth School if it is agreed that the school is able to provide an effective education for that pupil.
59. Any pupil with a Statement or EHCP placed at Ackworth School, usually in the Autism Resource, by the local authority, must be reviewed annually and the required curriculum must be provided as set out in the Statement or EHCP (including the full National Curriculum, if this is specified). It is the responsibility of the local authority and not the school to review the statement, but the school will check that the review has taken place, and in practice and in most cases will arrange it.
60. Like all pupils with significant learning difficulties, any pupil with a Statement or EHCP will have an individual learning plan (IEP). The school will also ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' learning difficulties or disabilities.

Integration of SEND Pupils and Access to the Curriculum

61. It is the policy of the School that any pupil with any type of special need should be as fully integrated into the School as possible. They will have full access to the curriculum unless special arrangements have been made, in full consultation with all concerned. It is recognised that all pupils have something to offer to the School and that pupils have strengths and weaknesses in different areas.
62. It is our policy to recognise those areas of strength and to enhance them, exploiting them to the full, thereby building a feeling of worth and self-esteem in each pupil. Concurrently, areas of weakness are targeted in order to remedy problems.



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63. Pupils are encouraged to recognise their problems, to face and to tackle them but not to hide from them.
64. Differentiation of work or tasks may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.
65. At Senior School level, it is occasionally felt to be in the interests of a pupil to drop a subject. This decision is not made lightly. It is only done after consultation with the Deputy Head (Academic), the parents and the pupil. This strategy can help to reduce pressure for the pupil.

Assessment and Review

66. Throughout the School, pupils' progress is assessed and monitored on a regular basis.
67. Early identification of any difficulties is vital. In the Senior School, parents are immediately informed of any concerns, by the tutor, and active support in helping their child is sought. An assessment may be offered to identify areas of weakness and to suggest a remedial course.

In Coram House, form teachers will immediately raise any concerns with parents. Discussions will also take place with the Senior Teacher (Assessment) to look at suitable intervention that may be offered. The Head of Coram House is kept informed by the Form Teacher and/or Senior Teacher (Assessment).

Children in the EYFS will be given a settling in period, before any assessments or observations take place. However, in some cases, it may be appropriate to act immediately.

68. Where it is felt necessary, pupils in the Senior School will be offered extra support. Frequency and times of sessions will be discussed with all concerned parties. Regular meetings, to review progress, will take place with parents, class teachers and pupils. Parents are welcome to contact the Specialist Teacher of Dyslexia and Learning Support for advice and can attend some Learning Support lessons if they wish.

In Coram House, a range of interventions are available and these are changeable dependent on individuals needs. Targets are set for each intervention group using GEPs



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(Group Education Plans) and these are regularly reviewed by the Senior Teacher (Assessment), leader of the intervention group and the subject staff. Parents are kept informed of the children's progress within these groups and any changes to the groups they attend.

69. Assessment and review of each pupil is an ongoing process. In addition, the Special Educational Needs Policy and resulting practice are continually kept under review, with the changing needs of pupils and the School, teaching requirements and Government policy.
70. Staff, parents and pupils are kept informed of significant developments.
71. Regular liaison involving appropriate staff takes place. The Head, the Senior Management Team, the Head of Coram House, Heads of Departments, tutors, teachers, LEAs, parents and pupils are all kept informed of developments, as and when necessary.
72. It is the School's policy to ensure smooth passage throughout the whole School. To this end, close contact and regular meetings are held at transitional stages involving Coram House and the Senior School.
73. At all times, informal discussion takes place with members of staff, in the normal course of the School day.
74. All pupils are assessed for reading and writing difficulties on entry to the Senior School. We are thus able to identify and monitor any difficulties in these areas. Staff who have concerns that a pupil may have specific learning difficulties should discuss the concerns with the Specialist Teacher of Dyslexia and Learning Support. She will consult with the Deputy Head (Academic) and ensure parental support. If it is felt that further action is required parents will be invited into school and a plan of action agreed.
75. We have Medical Centre staff who have been trained to screen for visual difficulties, with a view to referral for specialist assessment and advice.
76. Pupils in Year 9 who are likely to be eligible for care and support post-18 will, if appropriate, receive information on how to request a Child's Needs Assessment (CNA). This can be done as part of their review in Year 9.



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77. Pupils in Year 10 who are on the register are assessed with a view to giving special consideration in GCSEs and A levels.

Gifted and Talented Pupils

78. The School recognises that all children have individual gifts and talents which may entail special educational needs. The needs of those pupils are met by individual teachers and tutors who coach and supply differentiated work to meet the challenge.

Autism Resource

79. Our provision for pupils in the AR is very different and very specific to individual pupils. For this reason, a separate document is created for each pupil, following consultation between the Local Authority (where applicable) and the Head of the AR.

Accessibility and Access Audit Plan.

80. The School will take steps to ensure awareness and observance of this plan by publishing it on the school website. Existing policies (e.g. Equal Opportunities) will be reviewed and amended as necessary to ensure that due recognition is given to the needs of the disabled. Opportunities will be sought to raise awareness of the plan and its implications through staff training and the plan will be considered at planning meetings. As appropriate, further written guidance will be issued to staff and contractors.

Claims of unlawful discrimination

81. Any claim for unlawful discrimination under the SEND Code of Practice must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance policy. However, parents have the right to refer a complaint to the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal within six months of the date on which they believe unlawful discrimination has taken place.

Appendix

Identification and Assessment Arrangements, Monitoring and Review Procedures in Coram House



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The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Information from another school or LA which has identified or has provided additional needs.
- External assessments by a specialist service
- Progress measured against the Early Years Foundation Stage (EYFS) profile assessments
- Progress measured against the National Literacy and Numeracy descriptors
- Standardised screening and assessment tools
- Review of children on IEPs or GEPs
- Observations of behavioural, emotional and social development.
- An existing statement of SEN

Based on the school's observations and assessment data and following a discussion between the class teacher, Senior Teacher (Assessment) and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision (Internal Intervention)
- Additional support through **School Action Plus** provision (External Intervention)

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation within the planning for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the planning by the Class Teacher.

Monitoring of progress will be carried out by the Class Teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. The school uses O-Track as its assessment monitoring tool.

Where a period of differentiated curriculum support has not resulted in the child making



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adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made. This may include a referral for an SEN assessment with the Head of Learning Support.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling, mathematical skills. (**Group Education Plans**)
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice within school by a referral for SEN assessment. These children are likely to be on an Individualised Education Programme (**IEP**).

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. Although children will have individual target/s, they will also be part of a GEP (Group Education Plan).

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher or a teaching assistant.

The responsibility for planning for these children remains with the class teacher or teaching assistant leading the small group sessions, in consultation with the Senior Teacher (Assessment).

Both IEPs and GEPs form an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from internal and external agencies.

Monitoring will be carried out regularly by the Senior Teacher (Assessment) in liaison with the staff, using the school's standard pro-forma. Significant achievements and difficulties will be recorded. The Senior Teacher (Assessment) will review the monitoring information on a half-



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termly basis following Coram House's assessment schedule and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The Senior Teacher (Assessment) will take the lead in the review process. Parents/carers will be expected to contribute and will be consulted about any further action.

As part of the review process, the Senior Teacher (Assessment) and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a joint decision between parents/carers and the Head Teacher and Senior Teacher (Assessment), may be made to make provision at the **School Action Plus** level.

Suggested indication used by the school are that the pupil:

- Continues to make little or no progress in the areas of concern.
- Continues working at levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or other's learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.



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School Action Plus

Provision at this level always includes the involvement of specialist services and will often require funding by parents/carers. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at School Action Plus will have an Individual Education Plan. Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.