

## **Hereford Cathedral School SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

### **Principles:**

This policy forms part of Hereford Cathedral School's aim to enable each individual to achieve his or her highest potential intellectually, culturally and physically. The Learning and Study Support Department aims to ensure that we provide each child with the opportunity to fulfil his or her individual potential. We aim to develop positive attitudes towards learning by providing support, where appropriate, to develop self-esteem and self-confidence. To achieve this Education Plans are developed based on individual assessments, discussions with staff, pupils and parents, to develop individual skills and strengths and to address areas of difficulty.

The School will show due regard to the SEN and Disability Code of Practice 0-25 years 2014, and the Equality Act 2010 when carrying out its duties towards all pupils with Educational Needs, Additional Needs and Disabilities and will ensure that parents are both notified of and involved in the decisions made by the School that SEN provision is being made for their child. Fundamental and central to the new SEND Code of Practice is that : 'Every teacher is a teacher of special needs. Every teacher is asked to anticipate individual learning needs. Every teacher is asked to help overcome barriers to learning.' Curriculum delivery should be developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all.

### **Definition of 'Additional Needs':**

As a selective school, we do not have pupils with the wide range of Additional Needs that might be found in a comprehensive school, such as pupils with Statements or Educational, Health and Care Plans (EHC Plans). However, we recognise that we do have some pupils who have **significantly greater difficulty in learning than the majority of pupils in the same year group at HCS**, for whom provision needs to be made, which is additional to or different from the provision made for most pupils. We sometimes have pupils with sensory or physical impairments, who might require the help of outside agencies. We recognise too, that very able pupils can sometimes require special provision.

The Department is known as the Learning and Study Support Department. Provision is made when the children need it but they are not necessarily defined for life by this provision.

### **The Learning and Study Support Register:**

This is a register of pupils with SEN/LDD, which includes their name, form and level on the register. For pupils on Level 3 of the register their primary need and a brief description of provision offered is drawn up every September and updated as necessary during the year. This is stored on the Staff Common Drive and an updated copy is kept on file in the Learning and Study Support Office.

Any pupil identified as having Additional Needs will be placed on the Learning and Study Support Register, at Level 1, 2 or Level 3.

**Level 1** indicates a pupil whose additional needs have received support in the past but is no longer considered to be in need of additional support. Staff need to be aware of the pupil's history and monitor his/her progress in case the need for further support should arise. This will include pupils who continue to be monitored by the Learning and Study Support Department and to whom occasional help is given.

**Level 2** indicates a pupil whose needs are such that they require some additional support, which is provided during tutorial/lunchtime/after-school sessions either individually or in groups. These pupils will be studying French.

**Level 3** indicates a pupil with additional needs who has a 'closely defined special educational need or disability'. These are pupils who need 'Additional SEN support' and require support and/or interventions that are additional to or different from those normally offered.

The Learning and Study Support Register will indicate the needs of these pupils and recommend strategies to help them, which will form the basis of the **Education Support Plan**, drawn up by subject teachers. Most of these pupils will not be studying French in KS3. Pupils on Level 3 may also have access arrangements applicable for internal and external examinations.

**Roles and Responsibilities:**

- **Governors:** The school's governors aim to provide, within the School's current resourcing levels, the staffing and equipment for Additional Needs provision.
- **Senior Management Team:** The SMT will provide adequate levels of staffing, resources, equipment and support, as well as appropriate staff training, to allow pupils with Additional Needs to progress within the School's curriculum. Any adaptations to the School's curriculum for an individual pupil will be the responsibility of the Academic Deputy. Members of the SMT will play their part in monitoring and evaluating Additional Needs provision.
- **Head of Learning and Study Support:** The Head of Learning and Study Support is responsible for -
  - The co-ordination and provision of Learning and Study Support for pupils identified as having Additional Needs
  - Carrying out screening procedures for new pupils
  - The assessment of pupils' additional needs
  - Drawing up and circulating the Learning and Study Support Register.
  - Drawing up Learning and Study Support programmes for individuals / groups at the beginning of the academic year, which will be reviewed annually
  - Giving advice and support to staff about pupils experiencing difficulties in learning
  - Liaising with relevant staff about pupils receiving support
  - Giving advice and support to parents about pupils' experiencing difficulties in learning
  - Liaising with the Learning and Study Support Teachers at Hereford Cathedral Junior School, school SENCOs and other agencies
  - Liaising with the School's Examinations Officer over pupils needing Access Arrangements for exams, and providing assessment for this.
  - Providing in-service training about Additional Needs for NQTs, and other teachers if necessary.
  - Advising the Headmaster on issues arising from SEND legislation
  - Planning for and carrying out the monitoring and evaluation of Learning and Study Support provision.
- **Learning and Study Support teachers will be responsible for –**
  - The provision of Learning and Study Support for pupils identified as having additional learning needs
  - Carrying out screening procedures for new pupils
  - The assessment of pupils' additional needs
  - The drawing up of Education Support programmes for individuals / groups at the beginning of the academic year, which will be reviewed annually.
  - Giving advice and support to staff about pupils experiencing difficulties in learning
  - Liaising with relevant staff about pupils receiving support
  - Giving advice and support to parents about pupils experiencing difficulties in learning
  - Liaising with the Learning and Study Support Teachers at Hereford Cathedral Junior School, school SENCOs and other agencies

- Providing in-service training about Additional Needs for NQTs, and other teachers if necessary.
- Carrying out the monitoring and evaluation of Learning and Study Support provision.
- **Mathematics Support Teacher:**
  - This teacher has responsibility for the assessment and support of pupils identified as having significant additional needs in Mathematics. The teacher will also give advice and support to staff and parents about pupils' experiencing difficulties with Mathematics. The teacher will work closely with the Learning and Study Support Teachers at both HCS and HCJS, and Heads of Departments as necessary.
- **Heads of Department:**
  - Identification: together with the teachers within each department, HoDs have the responsibility of identifying pupils who have Additional Needs, and referring them, if necessary, for assessment to the Learning and Study Support Department. This could/should be done at Departmental meetings, by following up low grades given in Progress Reviews in the particular subject area.
  - Where setting takes place, HoDs are responsible for ensuring that pupils are placed in the ability group best suited to their needs. They are also responsible for ensuring that pupils are entered for appropriate exam syllabuses.
  - Making sure that all members of their departments are aware of those pupils who are on the Learning and Study Support Register and that subject teachers are making appropriate provision for pupils on Level 3 of the Register, as drawn up in their Education Support Plans.
  - Reviewing the effectiveness of this provision and the progress of pupils on the Register, at Departmental meetings.
  - To pass copies of internal exam results to the Learning and Study Support Department to allow them to track the progress of pupils on the Register.
  - Where pupils are eligible for Access Arrangements during exams, liaising with the Learning and Study Support Department about the demands of the exam papers in their subject, and with the examinations officer about which papers these pupils are taking. .
  - HoDs have a responsibility for the provision of appropriate resources within their departments to allow for differentiated learning, including the learning of very able pupils.
  - Inset: HoDs have responsibility through the Professional Review system for ensuring that staff have the appropriate training and support for teaching pupils with Additional Needs.
- **Classroom Teachers:** all teachers have responsibility for –
  - The identification of pupils who have Additional Needs
  - Making themselves aware of those pupils who are on the Learning and Study Support Register, especially those who are in their tutor groups or lessons.
  - Familiarising themselves with the needs of these pupils and the strategies recommended for their support.
  - Based on these, utilise and amend as necessary for pupils on Level 3 of the register their Education Support Plan, showing how they intend to provide differentiated support for these pupils within their lessons.
  - Reviewing and evaluating this provision at least once a term.

**Admission arrangement for pupils with Additional Needs.**

If a pupil's Additional Needs are known before entry to school, through the reference from the previous school or the SEN declaration by the parents on the admissions form, the Admissions Officer will pass this information to the Head of Learning and Study Support, who will determine in consultation with SLT whether further assessment is needed. The Head of Learning and Study Support will then be able to advise whether HCS can make appropriate educational provision for such a pupil.

**Access Arrangements for entrance exams:** Having consulted with Learning and Study Support staff at the candidate's current school, the Head of Learning and Study Support will advise SLT what Access Arrangements may be appropriate, taking into account the candidate's scores and whether such arrangements have been granted in the current school.

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**Access Arrangements for entrance exams:** Having consulted with Learning and Study Support staff at the candidate's current school, the Head of Learning and Study Support will advise SLT what Access Arrangements may be appropriate, taking into account the candidate's scores and whether such arrangements have been granted in the current school.

### **Identification and Assessment of pupils with Additional Needs**

All pupils new in Year 7 are screened for reading and spelling skills. Pupils whose reading or spelling falls significantly below the mean will be given a programme to try to address this.

Pupils, whose performance suggests they may have more complex needs, will be given a more detailed assessment to try to analyse these needs, so that appropriate provision may be put in place. This may include standardised and informal tests as well as gathering information from teachers, parents and past schools.

At the end of the academic year, all pupils receiving regular support are reviewed by the Learning and Study Support Department and relevant teachers, and a decision is taken whether, and in what form, to continue such support. At the same time, other pupils may be recommended for support for the forthcoming year.

Any member of staff, who is concerned about a pupil's progress, can refer that pupil to the Learning and Study Support Department for assessment, which may be followed by some form of support, if this is considered to be necessary. This may follow a Care Review Meeting. Parental concerns are followed up in the same way. Pupils may also self-refer by making an appointment to see one of the Learning and Study Support teachers.

### **Support provision:**

It is recognised that support provision depends on the time available and the ability to match this to the pupils' timetables.

Support provision can take place in a variety of ways, such as:

- Regular literacy and general study support for individuals or small groups.
- General Learning and Study Support for pupils of lower ability, or with specific additional needs, on an individual or small group basis.
- Occasional support for pupils focussing on GCSE/A level coursework.
- In-class support.
- Support targeting particular needs, such as exam technique, organisation, handwriting etc.

Pupils on Level 3 of the Register will follow an individual or group programme drawn up by the Learning and Study Support Department, detailing the aims of this programme, the nature of the provision and the names of any others involved. Records are kept of all support sessions, which provide the basis for the review of the programme. Reports of meetings and telephone conversations with parents, correspondence, and reports from other professionals are all kept in individual pupil files where this is appropriate.

Some lessons also take place before and after school and during breaks/lunch but this is carefully balanced and discussed in terms of the child's energy levels and need for relaxation.

### **Adaptations to the curriculum for pupils with Additional Needs:**

Occasionally, it is felt that a pupil would benefit from studying a slightly narrower range of subjects than the rest of his year group. This decision will be made by the Academic Deputy, after consultation with teachers, pastoral staff, the Learning and Study Support Department, parents and the pupil. Where such a decision is made, a programme of support and supervised study will be set up instead.

### **Training for Staff in relation to Additional Needs:**

Through the Professional Review system, Heads of Department and the Director of Studies will identify where training is appropriate and will assist staff in finding suitable courses to further their professional development in this area.

The Learning and Study Support Department will provide in-service training for NQTs during the first year of teaching and subsequently as the need arises.

**Links with other Schools and Outside Agencies:**

There is regular liaison between HCS and Hereford Cathedral Junior School, our major feeder primary school. When pupils from other schools join HCS and are identified as having Additional Needs, the Head of Learning and Study Support will contact the SENCO in such schools to obtain any relevant information.

The Head of Learning and Study Support will also be involved in any liaison with outside agencies in the area of Additional Needs.

**Parental Involvement:**

HCS considers parents to have a key partnership role in the education of their children. Parents are informed if their child is receiving regular support and are given a copy of their child's Learning and Study Support Programme, with the opportunity to speak to the Learning and Study Support Teachers about this. Comments are written by the Learning and Study Support Teachers on reports. The Learning and Study Support Teachers are available at Parents' Evenings to talk with parents, and parents can make an appointment to see them at other times.

**Access Arrangements for Exams:**

In considering pupils for Access Arrangements for external exams, HCS abides by the directions set out in the JCQ Regulations and Guidance document, which is published annually. The regulations call for assessment scores below the average range (SS84 and below) and also evidence of need provided by teachers.

Pupils likely to need Access arrangements, should be identified as early as possible as the school is required to show that special provision has been made for such pupils for internal exams, and that support has been given during their school careers. The provision of Access Arrangements should depend not only on the pupil's additional needs but also on the demands of individual exams.

The Head of Learning and Study Support will liaise with the School's Examinations Officer and Heads of Department over the identification and assessment of pupils requiring Access Arrangements. Reports will be written by the Learning and Study Support Department to show evidence of need for arrangements that can be decided by the school. If applications need to be made to the exam boards, this will be based on assessments and evidence of history of need collected during a pupil's education. A- Level candidates will be re-assessed at the beginning of Year 12 to determine if they are still eligible for Access Arrangements.

Access Arrangements will be provided in internal school exams, for those candidates who are deemed eligible, using similar criteria to that used for public exams. This will be monitored during the pupils' time in school and assessments will be carried out to determine eligibility.

**Monitoring and Evaluation of Special Educational Needs:**

This will take place through –

- Further assessment of pupils receiving Learning and Study Support, to measure progress, evaluate the effectiveness of provision and assist with forward planning.
- Review of individual/group Learning and Study Support programmes.
- The written Annual Review of the Department's work, followed by an interview with the Headmaster and the Director of Studies.
- The tracking of pupils on the Learning and Study Support Register using
  - progress grades
  - internal and external exam results
  - in-class observations
  - pupils' work
  - feedback from staff, parents and pupils

**English as an Additional Language Policy** Whilst this policy was drawn up to support international pupils joining the School's Sixth Form it will be applied, where possible, to all pupils with English as an Additional Language.

Hereford Cathedral School seeks to provide a wide range of educational opportunities for a broad spectrum of pupils. The school recognises that a diverse range of cultures will significantly add to this goal, and therefore welcomes pupils from other countries who would directly benefit from our unique Cathedral School education. Overseas pupils are integrated with care and sensitivity so that the quality of their own academic, pastoral, spiritual and social experience is enhanced whilst that of the wider school community is also enriched. The school is keen to ensure that overseas pupils leave with skills, attributes and experiences that make a valid contribution to their own culture.

Hereford Cathedral School recognises that for pupils to benefit fully from the broad educational opportunities available, they must be fluent speakers in English. For those pupils whose first language is not English, the School will determine whether additional tuition in English will be necessary. All such tuition will come under the EAL Policy, which itself *will be subject to regular review by the School's Learning and Study Support Department* and overseen by the Governing Body Education Committee. The School recognises that whilst it can offer some specialist EAL tuition, this may not be sufficient to meet the needs of some pupils. For pupils that require intensive EAL tuition and where it is judged that adequate support cannot be provided, the School reserves the right to deny an offer of a place.

**The Policy aims to:**

1. Identify those pupils with specific EAL requirements, assess their needs and make appropriate adjustments to their curriculum;
2. Provide appropriate support measures to enable pupils with EAL needs to make good progress and to gain access to all areas of the curriculum, both academic and extracurricular;
3. Provide opportunities for 'EAL pupils' to contribute to school life, their own learning and to facilitate a full development of their character, identity and self-esteem;
4. To regularly monitor the specific needs, and progress, of all pupils receiving EAL support.
5. To prepare sixth form students so that they are able to meet the necessary entrance requirements for University

**Delivery of EAL support at HCS:**

1. EAL is provided by suitably qualified professional teachers who seek to support full access to the curriculum by those pupils whose first language is not English.
2. Pupils receiving EAL support are *automatically included on the Learning and Study Support Register (Level 1) to raise awareness* amongst all members of staff.
3. INSET workshops will be provided for staff teaching international students.
4. Parents of pupils receiving additional support for English will be required to meet the extra costs of tuition, including the purchase of bilingual dictionaries and other such resources. Bilingual Dictionaries are permitted where appropriate.
5. For Sixth Form students, the EAL tutor will liaise with The International Pupil Coordinator and, when necessary, specific teachers and tutors.
6. For Sixth Form students, English is taught in small groups at specific allocated timetabled periods during the week. Lessons will also include support with study skills.
7. The EAL tutor will arrange for all assessments, monitoring and reporting in relation to additional English tuition.
8. The Learning and Study Support Department and EAL Tutor will ensure that all staff are aware of this policy, the underlying principles of EAL support, and the need for everyone to be aware of the needs of those with English as an additional language.

This policy will be reviewed every 3 years, or earlier if the need arises.  
Updated by LRS/OCB  
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