

# Special Educational Needs and Disabilities Policy

<b>Policy number</b>	BS041
<b>Applies to</b>	Whole School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	September 2020
<b>Next review</b>	September 2021

Bedford School is an academically selective independent day and boarding school for boys age 7 -18. The School maintains a focus on high aspirations and expectations for young people with special educational needs and disabilities (SEND), and seeks to provide an education which will enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Provision for students who are more able is outlined in the school More Able, Gifted and Talented Policy.

The School aims to enable pupils with SEND to achieve their potential by adopting a whole school approach to supporting their learning. The School has a tiered programme of support for SEND pupils comprising in-class differentiation, small-group intervention, and 1:1 support, which is aligned with the wider school curriculum.

The School intends to maintain and improve access to the curriculum for disabled students by adjusting, within reasonable limits, the provision of education to meet their learning needs, and by making access arrangements for the curriculum, including examinations. Further detail of this can be found in the school policy on Assessment for Access Arrangements.

Whilst disabled access around the school site is limited in some areas due to the fact that it is spread over a large area and incorporates several listed and numerous older buildings, the School is committed to improving disabled access within its development programme and consideration is given to this in all refurbishment and new build projects. Further detail of this can be found in the School Accessibility Plan.

This policy has been informed by the following legislation and regulations:

The Children and Families Act 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

## **ASSESS - Assessment of SEND**

### **Admissions**

The school operates an inclusive admissions policy, within the bounds of academic selectivity, and SEND needs are taken into account during the admissions process. The school will make reasonable adjustments to remove any substantial disadvantage disabled pupils may face compared with non-disabled pupils. The school's decision on whether it can cater adequately for a pupil's needs by making reasonable adjustments depends on: whether the adjustment will remove the substantial disadvantage; the cost of the proposed adjustment; the resources available internally or from external providers; the practicability of making the adjustment; the need to maintain academic, musical, sporting and other standards; health and safety requirements; and the interests of other pupils including those who may be admitted to the school; and the school's charging structure generally.

The school allows eligible pupils access arrangements such as extra time in the written Maths and English entrance exams. Eligibility is decided using the same criteria as published in the Joint Council

Qualification (JCQ) guidelines for GCSEs. Before transition, the School liaises with feeder schools and parents regarding future pupils' special educational needs. Please see the school Admissions Policy for further information.

### Screening

During their first year at the Prep School, pupils sit the Progress Test in Maths and in English (PTM and PTE), and the Cognitive Abilities Test 4<sup>th</sup> Edition (CAT4). During their first year at the Upper School, pupils sit the Access Reading Test and either MidYIS or YELLIS tests. These tests, in conjunction with other assessment results are used to indicate whether a pupil may have a specific learning difficulty. The Academic Support Department will inform parents if there is cause for concern and carry out further screening and, where appropriate, recommend further testing by a specialist assessor. The Head of Academic Support maintains a register of pupils screened, outcomes and next actions.

### Referrals

When parents and/or teachers suspect that a pupil has SEND, the pupil is referred, through the Tutor and House Master to the Head of Academic Support. The Head of Academic Support makes an initial assessment and will either recommend classroom support strategies to address a potential need, or seek parental permission to carry out screening tests with the pupil as above, or using any other appropriate screening method.

## PLAN - Planning provision

### Whole School

The Head of Academic Support reviews school tracking data annually to monitor the progress of all pupils with SEND in relation to all other pupils, and to screen for pupils with SEND. Actions to address need are identified and each pupil is allocated to one of the tiers of support outlined below. The decision as to which tier of support a pupil is taken by the school, and depends on each pupil's individual circumstances.

The decision is based on a range of criteria including any SEND or pastoral needs, PTM, PTE, CAT4, MiDYIS or YELLIS data, effort and attainment grades, and feedback from Tutors, Housemasters and Heads of Department. Where the school identifies that a pupil needs additional support, parents are contacted by tutors and proposed actions are discussed before a support strategy is agreed through consultation with parents, tutor, subject teachers and the pupil involved. The Head of Academic Support oversees and monitors the implementation of these tiers of support.

### Individual

The Head of Academic Support identifies individual classroom support strategies for all pupils with SEND and communicates them to class teachers by email, iSAMs and the Academic Support Report. This is a pen portrait of each individual pupil which gives details of their strengths, difficulties, classroom support strategies and exam access arrangements. The Academic Support Report is an internal document which is issued to all teachers and tutors of each pupil with SEND at the start of

the academic year. A pupil's Academic Support Report is updated as their needs change, and is the document the School uses in place of the Individual Education Plan. The Head of Academic Support maintains a register of all pupils with SEND which contains this information plus progress tracking data.

## **DO - Implementing Support**

### **Types of support available**

The School has a tiered programme of support for SEND pupils comprising in-class differentiation, small-group intervention, and 1:1 support, which is aligned with the wider school curriculum. The school does not make any additional charge for this support. Day-to-day support for pupils with SEND is delivered through differentiation in the classroom and through the school's tutoring system. Some SEND students who do not make satisfactory progress may reduce their curriculum and take small group Academic Support lessons. The decision as to which tier of support a pupil is taken by the school, and the school liaises closely with parents at the planning stage of this support, as detailed above.

#### **Tier One: Differentiation in the classroom**

Teachers use classroom support strategies to differentiate their lessons to meet the needs of pupils with specific learning difficulties. These strategies are tailored to each individual pupil by the Head of Academic Support based on screening and assessment information, and are communicated to teachers by iSAMs, INSET, individual liaison where appropriate, and the provision of an Academic Support Report. The quality of teaching is reviewed by the Core Management Team and Line Management through the school performance appraisal system, which includes appraisal of differentiation for SEND in the classroom. Outcomes for students are monitored via the annual review of whole school tracking data carried out by the Head of Academic Support.

#### **Tier Two: Small Group Academic Support Lessons**

The school runs a programme of small group academic support lessons for pupils who are not making satisfactory progress or who are at risk of significantly underachieving. These academic support lessons are integrated with the main school curriculum and follow a planned curriculum covering literacy, numeracy, science and key study skills, with flexibility for independent working built in as pupils move up the school. Although these small group lessons are not exclusive to pupils with SEND, they are taught by specialist teachers and are more tailored to the individual needs of pupils with SEND. Intervention runs for between half a term and two academic years depending on where the pupil is in the school. The effect of intervention and progress made is monitored by the Head of Academic Support together with the school Academic Year Heads and Deputy Heads (Academic). The aim is for pupils to revert to the full curriculum wherever possible. These are small group lessons with (ideally) a maximum of 6 pupils per group.

#### **Tier Three: 1:1 Academic Support Lessons**

Where anticipated progress is not made in Tier Two, or where the school views that it is more appropriate for a particular pupil, the school runs intensive individual intervention programmes for pupils with a diagnosed SEND. In addition, pupils with a diagnosed SEND in the exam years have the

option to have up to three 1:1 Academic Support lessons per term to get tailored support for independent study skills and help with achieving their potential in the school curriculum. These lessons are subject to timetable restrictions and specialist teacher availability.

## **Additional Provision**

Revision and study skills clinics are run through the year for targeted pupils, including those with SEND. In the Sixth Form, students with SEND are encouraged to manage their own learning and make independent decisions to fit with their career aspirations. Lower Sixth students with SEND have the option to attend a weekly study skills session instead of or as well as doing the Bedford School Independent Project.

### **Internal examinations and tests**

Pupils who have an educational psychologist's or school-acknowledged specialist teacher's report that meets JCQ requirements for access arrangements may receive access arrangements such as extra time in external examinations and tests. The Head of Academic Support maintains a record of access arrangements awarded and evidence obtained in the SEND register.

### **External examinations**

Where the school has evidence which meets JCQ regulations, pupils with SEND are awarded Access Arrangements for GCSE, GCE and IB examinations. The Head of Academic Support and the Examination Officer are responsible for access arrangements in IB, IGCSE and GCE examinations. The Head of Academic Support maintains a record of access arrangements awarded and evidence obtained in the SEND register.

## **REVIEW – monitoring progress**

### **Progress tracking and reporting**

The school has chosen not to implement a separate reporting system for students with SEND. Progress of students with SEND is reported to parents termly through the whole school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of individual students with SEND.

At whole-school level, the Head of Academic Support reviews school tracking data with the Deputy Heads Academic, the Head of Academic Improvement and Academic Year Heads to monitor the value added and average grades of all pupils on the SEND register in relation to all other pupils, and to screen for pupils with SEND. School Governors monitor whole school SEND provision through an annual report to the governors by the Head of Academic Support.

## **Pastoral Needs of pupils with SEND**

The school is committed to safeguarding the emotional well-being of all of its pupils, including those with SEND. Where pupils have specific pastoral needs in the classroom, support strategies are

communicated to class teachers through the Academic Support Report. On admission to the school, tutors and Housemasters are briefed on the needs of any of their pupils with SEND and the Head of Academic Support works closely with tutors, Housemasters and Academic Year Heads to ensure the wider pastoral needs of pupils with SEND are met.

The school runs a programme of education on valuing and encouraging diversity through its Citizenship programme to foster a welcoming and inclusive environment for all pupils. Where pastoral needs arise, all pupils are encouraged to talk to senior pupils, Monitors, tutors, Housemasters, House Matrons, the School Chaplain, the Vice Master (or Deputy Headmaster), the Head Master (or Headmaster) and the School Counsellor to seek support.

### **In-service training for teachers**

The school runs an SEND CPD (continuing professional development) programme comprising formal INSET (IN-Service Training day), seminars and workshops. In addition, the Academic Support teachers work with individual subject teachers in their classrooms over a period of half a term to a term to disseminate specialist teaching expertise around the school by helping the subject teachers tailor their own teaching to meet the needs of specific pupils they have in their classes.

## **Expertise in school**

The school requires the Head of Academic Support to have the Postgraduate Certificate in Education (National Award for Special Educational Needs Co-Ordination). Specialist SEND teachers are required to be qualified teachers with experience of working with students with SEND and are supported in obtaining formal SEND qualifications.

### **Parental involvement**

Prior to new pupils joining the school, the Head of Academic Support liaises with parents and feeder schools to set up required support and ensure the pupil's needs can be met by the school. The Head of Academic Support contacts parents of new pupils with SEND during the first half of the Autumn Term to discuss students' needs and review the support strategies put in place for them. Progress of students with SEND is reported regularly to parents through the school reporting system. Tutors, Housemasters and the Head of Academic Support liaise with parents as required to ensure the needs of pupils with SEND within the school continue to be met. The school liaises closely with parents throughout the process of deciding which tier of SEND support should be put in place for each pupil as detailed above.

### **Links with external organisations**

The school employs a qualified specialist assessor who is a member of the British Dyslexia Association, and maintains links with an educational psychologist who advises on support for students with more complex needs. The school also employs an independent school counsellor who gives support to students, staff and parents. The School can provide information about educational psychologists, occupational therapists, the School's acknowledged specialist teacher, local and national voluntary organisations which offer advice on special educational needs, and other professionals in the field.

## School SENDCo

Rachel Mellor

Head of Academic Support

01234 362308

[rachelmellor@bedfordschool.org.uk](mailto:rachelmellor@bedfordschool.org.uk)

Qualifications: BA Hons, PGCE, Postgraduate Certificate in Education (National Award for Special Educational Needs Co-Ordination)

## SEND Advocate on Core Management Team

Sam Baldock

Deputy Head Academic

01234 362200

[sbaldock@bedfordschool.org.uk](mailto:sbaldock@bedfordschool.org.uk)