



Learning Support Department Policy



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Policy on the Provision for Pupils with Special Educational Needs or Learning Difficulties and or Disabilities

Policy Document (updated March 2010)
Written by Suzy Palmer and Linda Morris

For the purpose of this document the advice offered in Croner's "Special Educational Needs" alongside the guidelines in The Code of Practice (1994) and the revised Code of 2001 have been used.

Statements

Definitions

A pupil at BGS has a special educational need (SEN) or learning difficulty or disability (LDD) if he or she is unable to realise their full potential because of a specific difficulty. It is recognised that such pupils will probably only have mild or moderate difficulties. There may be a variety of reasons for this, ranging from pupils with specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia to those on the autistic spectrum. Pupils with physical disabilities are also included. For the purpose of this document, 5 categories of pupils with special needs have been identified; see the section headed Identification, Assessment and Provision of Pupils with Special Needs.

Pupils with emotional and behavioural difficulties are mainly dealt with by the Heads of Years, Medical Staff or Counselling Staff who are included in the Pastoral Team.

Admissions Policy

At BGS, boys and girls are educated in a competitive environment. The entrance examination aims to assess the potential of prospective pupils rather than attainment at 7,8,9,10,11 and 13 years of age. Thus specific learning difficulties are rarely identified during this process, although they are taken into account if the School is informed. Therefore most pupils with special needs or LDDs will have mild or at most, moderate difficulties. All pupils must pass the challenging entrance examinations.

Pupils with SEN or LDDs will be considered on their merits and the school is happy to work with parents. Parents are welcome to discuss any issues relating to LDD with the Learning Support Coordinator prior to the entrance exam. However parents need to be aware that the school has limited resources and no guarantees can be given.

Removing Barriers to Learning to ensure access to a Broad and Balanced Curriculum

It is not current policy to withdraw pupils on the grounds of their LDD and all have access to a broad and balanced curriculum. However we recognise that, on medical grounds, some pupils may not be able to participate in some sporting activities.

The education services within hospitals have clear guidelines on supporting pupils with the help of their school.

The Learning Support Department supports academic departments to support pupils. We offer information and ideas to support. We firmly believe that all teachers are teachers of pupils with LDD. Subject staff are welcomed into the Learning Support Department with the focus clearly on supporting the pupils within their subject lessons. Some pupils have private one to one support on site. This is carried out with close reference to topics pupils are currently engaged with during their lesson times.

SENDA

The Special Educational Needs and Disability Act 2001 (**SENDA**) establishes legal rights for disabled students in pre- and post-16 education. (The Disability Act 2001 has now been replaced with the Equality Act 2010).

SENDA introduces the right for disabled students not to be discriminated against in education, training and any services provided wholly or mainly for students, and for those enrolled on courses provided by 'responsible bodies', including further and higher education institutions and sixth form colleges.

This Act not only covers the actual courses that students take, but also when a school offers events such as field trips, work placements, access to learning resources such as libraries and of course the ability to take examinations.

See the section on **Legislation and Good Practice** page 31 for more detail.

Bradford Grammar School

Special Educational Needs and Disability Policy

Issued to Parents

Introduction

Bradford Grammar School is committed to complying with the Special Educational Needs and Disability Act 2001 (SENDA) and the new Equality Act 2010.

The DDA defines “disability” as

a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

SENDA covers four main areas:

- New protection for disabled pupils by preventing discrimination against them at school on the grounds of disability.
- Reform of the existing Special Educational Needs (SEN) regime.
- Creation of a SEN tribunal to hear claims of discrimination.
- New planning duties on LEAs, maintained and independent schools.

Discrimination defined

It is unlawful for a school to discriminate against a disabled pupil or prospective pupil by:

- treating the child less favourably than a non-disabled pupil **without justification**;
- failing to make **reasonable adjustments**, for example, to admission arrangements and facilities, **without justification**.

Reasonable adjustments

The term “reasonable” is not defined but according to the Council for Disabled Children and Disability Equality in Education’s document *Making it Work* schools can take account of the:

- need to maintain academic and other standards;
- money available;
- practicalities of making a particular adjustment;
- health and safety of the disabled pupil and others;
- interests of all of the pupils.

According to the Independent Schools Council (ISC)

It is extremely important to note that the duty on schools to make reasonable adjustments does not mean that they have to take immediate action to provide auxiliary aids or services or to make alterations to the physical features of the school. They will, however, have a duty to improve access over time.

Without justification

In practice there are two ways in which less favourable treatment can be justified:

- if it is the result of “a permitted form of selection” (e.g. a prospective pupil fails to pass the entrance examination despite the special circumstances being taken into account);
- if there is a reason which is both “substantial and material to the circumstances of the case” (e.g. a prospective pupil requires regular access to specialised facilities which are not available at the school).

As noted by ISC

Independent Schools will remain largely free to select on the grounds of ability, provided the criteria are not chosen specifically to exclude children with a disability.

Key commitments

At Bradford Grammar School, we are committed to:

- working towards giving disabled staff, pupils and visitors the greatest possible access to the opportunities and activities provided by the school so that no-one is treated less favourably on the grounds of disability;
- promoting a culture of inclusion and diversity in which people feel free to disclose a disability and discuss reasonable adjustments in order to promote equal participation in the life of the school;
- reviewing, monitoring and revising, as appropriate, all school systems, procedures, facilities, services and buildings to comply with DDA and SENDA;
- ensuring that the school’s Development Plan incorporates all reasonable adjustments to increase accessibility for those with disabilities;
- providing staff, pupils, prospective pupils, potential employees and visitors with disabilities information concerning the opportunities, support and facilities that are available.

The Department

Objectives of the Learning Support Department

- i) identification of pupils – screening, assessment and diagnostic reports
- ii) parental involvement
- iii) dissemination of information
- iv) resources
- v) integration
- vi) use of outside agencies both for fuller identification and for support
- vii) Access Arrangements

Staffing

Specialist Provision

The Learning Support team consists of:

Suzy Palmer – Learning Support Coordinator Senior School

Linda Morris – Learning Support Co-ordinator Junior School

Kate Baugh – Dyslexia Support Assistant

Diane Gregory - Support Staff for statemented pupils

Eileen Mann - Support Staff for statemented pupils

Nick Smith – Behaviour Management

School Nursing Staff

Counsellor

Staff time allocation and Training

In the academic year 2009-2010 the Learning Support Co-ordinator for Junior School was allocated 2 periods and the Learning Support Co-ordinator for Senior School was allocated 7 periods per week.

The Dyslexia Support Assistant is employed for 2 days a week – 14 periods. The Dyslexia Support Assistant also comes into school to provide pupils access to one to one or small group session. This is a private arrangement between parents and the Dyslexia Support Assistant. These lessons are arranged before and after school and during lunchtimes.

Duties of the Learning Support Team can be found in **Role of Learning Support Coordinator (Detail)** page 29.

Training and Development

Training and development are particularly important in for staff in Learning Support as legislation changes which affect all aspects of inclusion. This has always been a significant part of the Learning Support budget.

Courses attended have recently included 'Special Examinations Arrangements for GCSE, GCE and GNVQ' and 'Inspection. Differentiation and the Cerebellum – Welcome to the World of Special Needs!' (March 2004).

Access Arrangements course are attended annually by both the Learning Support Co-ordinator for Senior School and the Dyslexia Support Assistant, usually with Communicated, in order to keep up to date with current exam regulations for pupils with SEN and LDD.

The Learning Support Co-ordinator for Senior School is also currently studying for **MA in SEN** at the University of Leeds.

The Learning Support Co-ordinator for Senior School is also undertaking the Open University course **Difficulties in Literacy Development which starts in Oct 2010** and will enable her to assess pupils for Access Arrangements.

The Dyslexia Support Assistant has attended MFL Dyslexia and ESL International Conference for Dyslexia Specialists

It is not possible to attend all the courses on offer, but all staff are entitled to at least one training session a year.

Support staff have undertaken Health and Safety courses.

Overview for the Year

The Department has some tasks and duties that it performs regularly. **Timetable of Events**, page 26, shows a simplified timetable of events that are completed every year. There are many tasks that cannot be planned for and therefore the Department offers a flexible approach to facilitate its response to a wide range of individual needs.

Facilities and Resources

Facilities

- toilets for the disabled
- parking for the disabled
- ramps for wheel-chair access
- stairlift in Main building
- well-equipped medical facilities
- Lifts in all new buildings

Resources

- SEN Office
 - Lap-top computer
 - 2 PCs
 - Printer

Access to school network
Group Reading Test (1st and 3rd Year)
British Spelling Test Series (1st and 3rd Year)

Cops and Lass CD rom testing

Dyscalculia and Dyslexia Screener by Brian Butterworth

PiPs and MidYIS assessment information

Entrance examination results available from 2006 Entry onwards

Dyslexia Screening Test

Various standardised tests –Group Reading and British Spelling Tests

Books on the special needs found within our school

Collection of information articles

Conner's ADHD questionnaires and guides

Aspergers Syndrome Diagnostic Scale

- | |
|--|
| <ul style="list-style-type: none">• Specialist Dyslexia Teacher services from the Dyslexia Support Assistant |
| <ul style="list-style-type: none">• DST, DAST, WIAT II, Ravens, Hedderly, DASH and WRAT 4 Colour testing with use of lamp, coloured overlays and handwriting pens. |

Storage of Data

Written information is currently stored in a locked filing cabinet in the Learning Support Office.

Electronic information is not permanently stored on the Learning Support laptop computer. Information is stored on the school network which can be accessed in school and remotely. Passwords are required.

Files on the laptop are transferred and backed up by placing these files on the school network and this network is backed up regularly by the Network Manager.

Staff have access to non-editable or printable documents such as IEPs, SEN List, Access Arrangement List and other resources, in the Staff Shared Area, SEN Folder.

Budget for the SEN Department

Money is spent on training, equipment, standardised tests, books and stationary. The Learning Support Department has an adequate budget for the department as it currently stands.

Please see the Learning Support Co-ordinator for Senior School for more details.
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Rooming

The Learning Support Department has a small office which is located near the 6th Form centre in half of the old balcony, which originally looked over the gym. The room has good storage and can fit up to a maximum of 6 pupils. We have the facility to make drinks and wash up.

Identification, Assessment and Provision of Pupils with Learning Difficulties and or Disabilities

For the purpose of this document, 5 categories of pupils with LDD have been identified and each one will be addressed separately. All pupils brought to the attention of the Learning Support team who have been investigated and areas of concern have been confirmed are put on the school's LDD List for the appropriate period of their school career. This list will be provided to all staff at the beginning of the school year and are modified and updated regularly. There is also a section dealing with the Sixth Form.

Identification

It is hoped that pupils with LDD will be identified through one or more of the following:

- Information from parents and / or previous schools.
- Completion of Internal Referral Form: Assessment Stage One by form or subject teachers. This form comes under the section of school action as proposed by Code of Practice (2001).
- Completion of the interim reports for pupils in the senior school and term reports for all pupils, in conjunction with an assessment of examination performance. This is part of the school action phase.
- The use of MidYIS testing of pupils in the first and third years and the use of PiPs in Clock House.
- Analysis of Entrance Examination scores in connection with performance.
- Whole year testing using Group Reading Test and British Spelling Tests.

Assessment

It is anticipated that in many cases pupils' needs will be assessed when they are first identified using the above criteria. However in some cases it will be necessary to test within school (using Cops, Lass and a variety of standardised tests) and at times, outside agencies may be consulted. See **Reference to the Code of Practice**, page 30. The appointment of a Dyslexia Support Assistant has almost replaced the use Dyslexia Action for assessment and access arrangement evidence.

The school-based assessment comes under the guidelines of School Action. Help from external services is deemed School Action Plus; this is part of the graduated approach proposed in the Code of Practice 2001.

Provision

The Learning Support team will formulate, implement, monitor and evaluate Individual Education Plans (IEPs) in line with guidelines given in The Code of Practice and SEN Toolkit Section 5 as set out in Code of Practice. This may also be formulated by the Head of Year in particular if this relates to behavioural issues.

The Learning Support Coordinator will be aware of the “Regulations and Guidance Relating to Candidates with Special Requirements” published by the Joint Council and ensure that these are met.

The Examinations Officer will receive information from the Learning Support Coordinator to ensure that pupils in possession of an appropriate document will receive correct Access Arrangements in public examinations.

The Learning Support team ensure that relevant documentation is up-to-date and in order for all pupils on the register.

The Learning Support team liaise with examination boards to ensure all pupils receive the support and extra time they may be entitled to.

Pupils in possession of a relevant document in the 4th,5th, L6th and U6th Years will receive the appropriate extra time in internal examinations and any other Access Arrangements or Exam Concessions that are necessary and have supporting evidence.

Liaise with Higher Education staff to ensure continued support and applications for DDA at universities.
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Pupils with physical / medical disabilities

There are currently four pupils who are statemented because of physical/medical disabilities.

Identification

Completion of a parental questionnaire on admission
Medical / 7+ assessment

Parents have a duty to inform school of pupils who develop any physical or medical disabilities

Assessment

See School Nursing Staff for appropriate documentation.

Provision

The Learning Support team maintains the statements for pupils with physical/medical disabilities.

- Staff have a duty to be aware of such pupils; a comprehensive list is available in the Common Room.
- Staff leading foreign trips involving such pupils should consult the school trips guidelines available in the Common Room.
- In the case of prolonged absence from school, Heads of Year may co-ordinate the collection of work from subject staff to be completed at home or in hospital.
- Some consideration may be given when allocating rooms for pupils with limited mobility. Currently this is discussed with RIP.

- Every effort will be made to ensure that pupils with speech and or hearing impediments receive the appropriate extra time in oral examinations. The possibility of oral exemptions in public examinations will also be explored.

Pupils with emotional / behavioural problems

The emotional and behavioural difficulties of pupils may be transient and may become apparent in a wide variety of forms.

“...including withdrawn, depressive or suicidal attitudes; obsessional preoccupation with eating habits; school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; and frustration, anger and threat of or actual violence.” Special Educational Needs Code of Practice (1994) DFE. (Para. 3.66)

Identification

Such pupils will be drawn initially to the attention of form tutors and Heads of Year by subject staff by way of the report system.

Observation of the School Nursing Sister.

Information from parents.

Information from peers.

NHS Reports

Subject teacher reports

Assessment

Pupils will be assessed in line with the School Action and School Action Plus model. This is in line with the Code of Practise, see page 28

Conner’s assessment can identify behavioural issues into sub-categories:

Oppositional behaviour

ADHD

Hyperactivity

Cognitive Problems

A number of checklists from a variety of sources are also available to staff.

The Aspergers Syndrome Diagnostic Scale is also available for staff and parents who have particular concerns over pupils. This needs to be carried out only after consultation and discussion with the Learning Support team and is not a conclusive test.

Provision

- It is hoped that the needs of such pupils will be provided for within a considerate and caring environment in conjunction with Form Tutors, Heads of Year, School Nursing Staff and parents.
- In extreme cases, outside agencies may be consulted.

Pupils with English as a second language

The nature of BGS suggests that a number of pupils have English as their second language (i.e. English is not usually spoken at home). The Learning Support team recognises that bilingualism need not be a disadvantage and in fact should be seen as an asset.

Gifted Pupils

This includes pupils who are gifted musically, artistically, academically and in sports. Although catered for on an ad hoc basis, the needs of these pupils are met within the school community. A number of supplementary examinations are offered in order to recognise and celebrate the achievements of our gifted pupils. Pupils are offered a broader range of activities as well as being stretched within specific core subjects.

Sixth Form

Once a pupil has reached the Sixth Form they are invited to discuss their needs with the Learning Support team. All Sixth Form pupils on the register are offered the book 'Study Skills', by Christine Ostler. IEPs are written. It is also possible, if time allows, for 6 th Formers to attend some sessions with the Dyslexia Support Assistant on Study Skills.

Monitoring of grades and reports continues throughout the Sixth Form by Form Teachers and the Head of Sixth Form.

Statemented Pupils

All pupils with statements will be reviewed at least annually in order to consider the progress the pupils have made and whether any amendments need to be made to the statement. The parents, pupils, LEA, the school and all professionals involved should be invited. This is a legal requirement.

The timing of annual reviews should reflect the circumstances of the child and also the circumstances of the child's school.

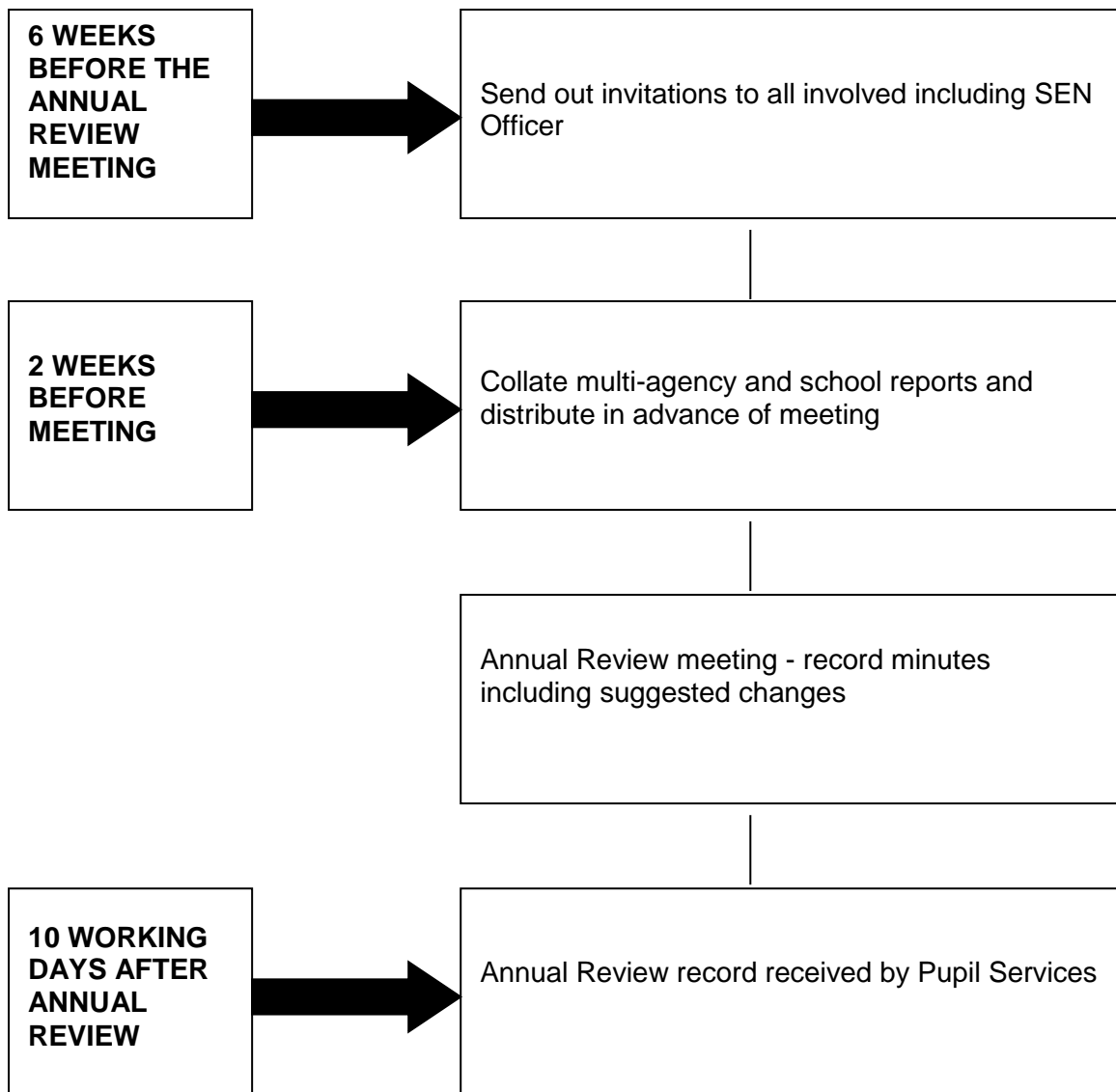
The IEP will normally be the vehicle to monitor the child's progress.

Please see the 'Special Educational Needs Code of Practise' for further information. A copy can be found with the Learning Support Co-ordinator for Senior School.

At Bradford Grammar School each child is assessed and provision is made on an individual basis with close communication between parent, child, LEA and school.

Please see the next pages for how to conduct an Annual Review.

HOW TO CONDUCT AN ANNUAL REVIEW



NOTE:

1. All reports considered at the Annual Review meeting must be attached.
2. Attach Transition Plan Report for Year 9 onwards.

Statement Reviews

When a pupil gets a statement we have to have annual reviews which review the progress of the pupil. The paperwork is sent to LA contact.

This is a list of information you need to have ready for a statement review.

- Read previous review which should be in SEN file
- Name, address, telephone number, year group, class size
- Details of support provided

Size of group	Frequency and duration	Staffed by	Programmes followed

- Non-educational support that the child receives such as speech therapy, physiotherapy or counselling
- Look at targets from last review

Target set at last review	Progress made

- Levels for pupil
English levels in Speaking and Listening, Reading and Writing
Maths level – or equivalent
Science level – or equivalent
- Strengths of the pupil
- Weaknesses of the pupil
- Sensory or medical needs
- A comment on pupil's social and interpersonal skills
- Parents views will be recorded at the meeting- often parents bring notes to the meeting
- Pupil viewpoint. This can be written down or recorded through a conversation with pupil.
- Pupil's views of the past years progress
- Pupil's aspirations for the future
- New targets for this pupil for the coming year
- Think about if it is appropriate to amend, cease or maintain the statement.
- Please give any details of any significant changes in pupil's circumstances since last review. This could be a change in school, family breakdown etc.
- Do we need any additional advice to meet child's needs?
- Head teacher puts summary at end of review.

PLEASE HAVE NOTES ready for review meeting.

Any extra notes you wish to type up can be added to form.

Notes from Teaching Assistants are also very useful at review meetings.

Individual Education Plans

All pupils who are on the LDD List will have an Individual Education Plan (IEP). These contain specific targets for pupils to achieve with also ideas for parents and subject teachers to use.

This is only a legal requirement for statemented pupils but at BGS each child on the LDD List has one.

Currently the IEPs are written by looking at the psychological reports and feedback from staff and the individual pupil. It is hoped to get more parental involvement in the setting of targets and parents are invited in to school formally once a year during the summer term to review targets. Parents are also encouraged to contact the Learning Support team with information and concerns. Parents and pupils need to be involved as much as possible in the setting of targets

Reviewing the IEPs

Parents are invited to meet with a member of the Learning Support Team once a year, usually in the second half of the summer term, for a formal review of the targets on the IEP.

IEPs are given to staff in September for pupils they teach who are on the register. It is expected that staff with feedback information and targets will be set again in the summer term and new IEPs written for the following September. Feedback forms are available but these have been replaced by emailing requests for information. The Learning Support Co-ordinator for Senior School will email staff and information about pupils will normally be sent back via email. This information can be printed off as email or text copied and pasted to form one document. Staff are aware that their comments can be read by parents.

As many of the pupils have 'mild' needs it is assumed that most pupils will have one IEP each year, although some pupils will have renewed targets more often.

School staff, parents and outside agencies

Staff are encouraged to attend INSET where appropriate. The School recognises the importance of parental support and co-operation when providing for pupils with SEN. It is vital that parents recognise that they too have a duty to inform the school of any special need which may affect the development and progress of their child.

The Learning Support team may seek advice and support from external agencies (such as the Dyslexia Institute, Education Bradford Autism Support Service and Educational Psychologists) where appropriate.

The Dyslexia Support Assistant is employed for 1 day (7 periods) but comes into school for 3 days. She is available for private one to one sessions and these usually take place before school, lunch times and after school.

Responsibilities of Departments and Individual Staff

Each individual member of staff is issued with a list of pupils who are on the SEN and LDD List. Lists are issued to staff and have staff codes printed on. This is to encourage staff to file these lists appropriately and not to leave lists anywhere that pupils may access them.

Each individual member of staff is given the IEP of any pupil they teach who is on the register. These IEPs also contain the staff code.

All IEPs, the SEN and LDD List, a list of pupils who have Access Arrangements and other relevant SEN information is in the Staff Shared Area, SEN Folder. These documents are non-editable and cannot be printed. This is for data protection.

Department Heads are offered a complete file containing the list of pupils on the special needs register and along with all the relevant IEPs. It is the responsibility of the Head of Department to keep this file safe, but also to make it available to individual staff.

When new IEPs are written these are added to the Learning Support files by the Learning Support staff.

Liaison with Feeder Schools and Previous School and Moving from Junior School to High School

Although Head of 1st Year is that main contact for pupils moving into Bradford Grammar Senior School, pupils who move from Clock House to the Senior school will simply move class on the register and all information relating to them is stored in the same area.

Information is gathered from the application form and also from consultation with parents and feeder schools. Staff observe pupils in their primary schools if required.

Complaints

The Learning Support Department follows the Bradford Grammar School Complaints Procedure. See general staff handbook.

Access Arrangements and Internal Exams

Procedure for External Examinations

It is the responsibility for the Learning Support Coordinator, in consultation with the Examinations Officer and the Head of Centre, to ensure that the relevant documentation is submitted to the appropriate awarding bodies, in accordance with the procedure set out in “Regulations and Guidance relating to candidates with special requirements” issued by the Joint Council for Qualifications.

Access Arrangements

Access Arrangements are available to all candidates who meet the requirements set by JCQ. As a school we have a history of offering extra time, rest breaks, use of word processor and separate invigilation for written examinations.

The Head of Centre has the power to grant a maximum of 25% additional time having seen appropriate evidence of need. The Learning Support Coordinator is responsible for passing information to the exams officer and Head of Centre. Where 25% extra time is required, a pupils needs to have had a specialist teachers report (or equivalent) carried out during their secondary school years, along with evidence of need from the school.

Pupils might be granted additional time where there is evidence of:

Pupils with Learning Difficulties and Disabilities may struggle with written papers, difficulty with writing, reading rate or processing information.

Speech impediments in oral examinations.

For pupils who need 25% extra time, or use of a word processor, rest breaks or more than 25% extra time, evidence needs to be collected and special arrangements need to be agreed with the exam boards before exams are taken.

The information is input into the e-AQA External exam database by the Learning Support Co-ordinator for Senior School prior to the exam series in accordance with the information on this database.

The Dyslexia Support Assistant is the specialist named teacher.

Please see ‘Procedure for Producing Time Sheets for Candidates receiving Access Arrangements’ for detailed information on how the Access Arrangement Database is used by Learning Support Coordinator.

Evidence of Need

The Examinations Officer is aware of where the Learning Support Team store the supporting documentation.

JCQ

A Specific Learning Difficulties

Evidence of need will be confirmed by a report from a qualified psychologist, specialist teacher or supported by a Statement of Educational Need, giving evidence of a history of literacy difficulty. The assessment must have been carried out during the pupil's secondary education. In cases where the Educational Psychologist's report is out of date, the examining body will accept a supplementary report.

At BGS the Learning Support Department prefer to carry out assessments every two years as we believe this is good practice although it is above the basic requirements. This is because we realise that pupils needs and abilities change and what may be an appropriate Access Arrangement for a pupil at 14 years, may not be suitable for the same pupil at 18 years.

B Speech Impediments

Where pupils with speech impediments are concerned, a letter from the family GP or from a speech therapist will suffice.

Procedure for Producing Time Sheets for Candidates receiving Access Arrangements

Creating Time Sheets

The Examinations Officer will provide the Learning Support Co-ordinator for Senior School with a list of candidate numbers at the beginning of the academic year.

The Learning Support Co-ordinator for Senior School will create a list of students requiring Access Arrangements.

The Learning Support Co-ordinator for Senior School, along with the aid of the Dyslexia Support Assistant, will enter students onto e-AQA database.

The Learning Support Co-ordinator for Senior School will send a spreadsheet of candidates to the Examinations Officer on 1st December and 1st May each year. This is also available from the beginning of each year in the Staff Shared Area and is regularly updated.

The Examinations Officer will update **internal exam database** with the examination information and will inform the Learning Support Co-ordinator for Senior School when it is done.

The Learning Support Co-ordinator for Senior School will check the **internal exam database** to ensure that the Access Arrangements are correct.

The Examinations Officer will print out sheets and the Learning Support Co-ordinator for Senior School will check them and then return them to the Examinations Officer.

The Examinations Officer will ensure that each sheet follows the correct student throughout the exam series.

The Examinations Officer will return sheets to the Learning Support Co-ordinator for Senior School at the end of the exam series.

The Learning Support Co-ordinator for Senior School is to file sheets in Learning Support Office.

New Student Procedure

The Learning Support Co-ordinator for Senior School – Add the details to own spreadsheet and pass info to the Examinations Officer who will enter them onto the **internal exam database** table and send an email to the Learning Support Co-ordinator for Senior School.

The Learning Support Co-ordinator will add candidate to e-AQA database.

The Examinations Officer will inform the Learning Support Co-ordinator for Senior School that candidate's exams have been added.

The Learning Support Co-ordinator for Senior School will check and if after main printout, the Examinations Officer to print sheet for use in examinations.

Learning Support working with Examinations Officer

External Exams

The Examinations Officer is responsible for the organisation and conduct of all external exams.

Coursework

It is the responsibility of each department to ensure all coursework is despatched at the correct time. Coursework will be despatched using the same method as for exam papers.

Internal Examinations

A member of the Senior Management Team (Assistant Head) will be responsible for the overview of the organisation of accommodation and invigilation for these exams. Each department will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. The Learning Support Co-ordinator will liaise with the Assistant Head to ensure where possible suitable Access Arrangements can be put into place to ensure pupils are familiar with using Access Arrangements properly.

Misconduct

This should be reported to the Examinations Officer in the first instance, who will decide what action to take.

Special Needs

It is the responsibility of the Learning Support Coordinator to liaise with the Examinations Officer about the arrangements for candidates with Special Needs. The Learning Support Co-ordinator will ensure the Examinations Officer has all information needed on each candidate with special needs. The Examinations Officer will ensure requests for special consideration will be sent to the boards and process the replies. Learning Support Coordinator fills in the e-AQA Exam Database with the help of the Specialist teacher.

Special Needs Exam Policy

Staff in departments should inform the Learning Support Coordinator of special needs pupils who are embarking on a course leading to an examination, and the date of that exam. The Learning Support Coordinator can then inform individual staff of any special arrangements which individual pupils can be granted during the course and in the exam. In the case of pupils with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader

- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

Learning Support Coordinator will inform the Examinations Officer, who will communicate with the exam boards at the beginning of a course, or as soon as the Learning Support Coordinator is aware of any LDD, if any pupil is to be given special arrangements for coursework which carries marks towards a final mark.

A separate room and invigilator are required for anyone with a reader, scribe, helper or promoter.

It is preferable that the reader/scribe should be a person within the Learning Support department who is familiar with and has had practice with the pupil taking the examination. It is important if for example the pupil and reader or scribe have worked together in similar situations such as internal tests/exams. It is the duty of learning support to ensure that no unauthorised help is given to these pupils.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the Examinations Officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the Examinations Officer and locked away.

The necessary re-scheduling of internal and external exams for special needs pupils will be co-ordinated with the Examinations Officer e.g. pupils who have extra time cannot fit two exams in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of learning support to ensure that all work is original.

Learning Support Co-ordinator Senior School and Junior School

(With reference to the old Code of Practice 2:14 and current Code 4:15)

Post Holders

Suzy Palmer and Linda Morris

Responsibilities

The day-to-day operation of the School's Learning Support policy

Ensuring liaison with parents

Liaising with external support agencies and organisations

Close liaison with all Heads of Year

Advising and supporting other practitioners in the setting

Maintaining the School's Special Educational Needs Register

Creating and updating IEPs

Ensuring that relevant background information about individual children with special educational needs and learning disabilities and difficulties is collected, recorded and updated

Ensure that relevant documentation is given to the Examinations Officer

Collating Access Arrangement data.

Liaising with and advising fellow teachers

Control of the Learning Support Departmental budget

Testing of all 1st Year pupils with standardised Reading and Spelling tests, and further testing of highlighted pupils

Analysis of MidYIS data alongside additional information to find pupils who have barriers to learning.

Testing of all 3rd Year pupils (from 2010 onwards) to look at Reading and Spelling progress

Supporting and managing Support Staff

Reporting regularly to NRS – Assistant Head Pastoral.

Suzy Palmer has responsibility for the overall work of the Learning Support Department, and deals specifically with the Senior school. Linda Morris deals mainly with pupils at Clock House.

Dyslexia Support Assistant

Post Holder

Kate Baugh

Interviewing pupils

Testing pupils

Training and informing staff

Supporting and liaising with Suzy Palmer regarding pupils.

One to one sessions – **Private Arrangement**

(Duties to be reviewed annually)

Support Staff

Post Holders

Diane Gregory and Eileen Mann

Both Diane and Eileen are currently employed to support 3 pupils.

Reference to the Code of Practice

The Code of Practice now favours a two-tier approach. This is based on School Action and School Action plus.

School Action

The triggers given for this in paragraph 5:44 are as follows:

Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness

Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

At this stage information has to be gathered from a variety of sources and the emphasis is very much on meeting the pupil's needs within the framework of the school. At this stage an Individual Education Plan (IEP) should be implemented for the pupil. It is noted that this should be 'crisply written and focus on three or four individual targets,' (further information can be found in paragraph 5:50).

School Action Plus

At this stage external support services will see the pupil. The triggers for this (see paragraph 5:56) include:

Continues to make little or no progress in specific areas over a long period

Continues working at National Curriculum levels substantially below that expected of pupils of a similar age

Continues to have difficulty developing literacy and mathematics skills

Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme

Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

In the current Code of Practice it is only after the above routes have been unsuccessful that a school moves towards a request for a statutory assessment.

Legislation and Good Practice

The Learning Support Department aims to keep up with new legislation and good practise. The following can be found in the Learning Support Coordinator Office if further reading is required.

Special Educational needs and Disability Act (SENDA) 2001

SENDA makes it unlawful for responsible bodies to treat a disabled person 'less favourably' than a non-disabled person for a reason that relates to the person's disability. If a disabled person is at a 'substantial disadvantage', responsible bodies are required to take **reasonable** steps to prevent that disadvantage. This might include:

- changes to policies and practices. Examples of this might include changing how staff are appointed or interviewed. The way information is given to parents, that is, offered in different languages, verbally, Braille and so on.
- changes to course requirements or work placements (As in the previous example of the Primary school cancelling the trip, another venue will be arranged where all pupils can participate).
- changes to the physical features of a building. This again could go from installing a few ramps to investing in lifts, new buildings and so on.
- the provision of interpreters or other support workers. This is again not so simple as it is important that the staff who support are effective.
- the delivery of courses in alternative ways. Teacher training, new syllabuses and access to new technology can be of great help here, if they are selected appropriately.
- the provision of material in other formats. Coloured overlays, different font size, style can make a huge difference to a child with dyslexia. New technology can give materials via email, internet and so on.

This tries to give a holistic view. It encourages schools to model good practise without the intimidation of imposing strict laws.

2004 The Children Act and Every Child Matters

The Five Outcomes

The Children Act 2004 places a duty on services to ensure that every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve through learning
- make a positive contribution to society
- achieve economic well-being

In December 2007 *The Department for Children, Schools and Families* published the first ever Children's Plan, to put the needs of families, children and young people at the centre of everything they do.

The Children Plan (2007) has five key principles which are that parents bring up their children not the Government, children need to feel happy, health and safe, all children have the potential to succeed and should be encourage and allowed to reach their potential, schools, local authorities and families need to work better together working and failure needs to be prevented.

Personalised Learning

The Children's plan

1. Parents - Government does not bring up children – parents do
 - ⊙ Better support and advice for parents everywhere through 2 parenting expert advisers in every local authority
 - ⊙ Exploring a parent-held progress record for every child with information about child development beyond 5 – based on the 'red book'
 - ⊙ More involvement for parents in secondary schools through Parent Councils, information sessions on transition to secondary school and more regular information on children's progress
2. Enjoyment - Children and young people need to enjoy their childhood
 - ⊙ More free places in early education for two year olds
 - ⊙ Enabling more training for early years workers and faster progress towards graduate leadership
 - ⊙ Better links between early years and primary schools through 0-7 partnerships
3. Potential - All children have the potential to succeed
4. Prevention It is always better to prevent failure than tackle a crisis later
5. Responsive Services - Services need to be shaped by and responsive to children, young people and their families

A more consistently high quality system which supports all children to make progress in their learning from early years onwards

- More free places in early education for two year olds
- Enabling more training for early years workers and faster progress towards graduate leadership

- Better links between early years and primary schools through 0-7 partnerships
- A primary curriculum review to ensure enough time to focus on literacy and numeracy and more flexibility in the way for younger children to learn
- Support for children falling behind in writing to go alongside existing help in reading and maths
- A package for children with disabilities and special needs including better facilities for short breaks and better training for teachers
- New tests to be taken when children are ready to replace end of Key Stage tests at 11 – as long as trials are successful
- Extra training for teachers – to become a Masters level profession
- Raising leaving age to 18

Disability Equality Duty

General Duty

1. Promote Equality of opportunity
2. Eliminate unlawful discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people

Removing Barriers to Learning

To minimise the burden created by the need to complete these important plans, we recommend that schools produce a single “Equality Plan” covering all of the plans set out above.

“Legislation on Equality and Diversity –A Guide for Schools (2007)”

Aim of IPD

Removing Barriers to Achievement

1. Improve outcomes for children by developing more inclusive practice
2. Promote early recognition of dyslexia and SLCN
3. Increase the confidence of staff in making adjustments to narrow the gap
4. Support schools and settings in becoming more effective at responding to diverse needs

The Warnock Report (1978) states:

"It is imperative that every teacher should appreciate that up to one child in five is likely to require some form of special educational help at some time during his school career and that this may be provided not only in separate schools or classes but also, with suitable support, in the regular classes of ordinary schools. The procedures which we have proposed for identifying, assessing and meeting the needs of children who require special educational provision will demand insight on the part of all teachers into the special needs which many children have. They must also be aware of the importance of working closely with parents and with other professionals and non-professionals concerned with helping those children who have special needs. The positive attitudes required of teachers in recognising and securing help for children with special educational needs, and the necessary skills, must be acquired in the course of training."

Equality Act provisions which came into force on 1 October 2010

- The basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions; premises; work; education; associations, and transport.
- Changing the definition of gender reassignment, by removing the requirement for medical supervision.
- Leveling up protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic, so providing new protection for people like carers.
- Clearer protection for breastfeeding mothers;
- Applying the European definition of indirect discrimination to all protected characteristics.
- Extending protection from indirect discrimination to disability.
- Introducing a new concept of "discrimination arising from disability", to replace protection under previous legislation lost as a result of a legal judgment.
- Applying the detriment model to victimisation protection (aligning with the approach in employment law).
- Harmonising the thresholds for the duty to make reasonable adjustments for disabled people.
- Extending protection from 3rd party harassment to all protected characteristics.
- Making it more difficult for disabled people to be unfairly screened out when applying for jobs, by restricting the circumstances in which employers can ask job applicants questions about disability or health.

- Allowing claims for direct gender pay discrimination where there is no actual comparator.
- Making pay secrecy clauses unenforceable.
- Extending protection in private clubs to sex, religion or belief, pregnancy and maternity, and gender reassignment.
- Introducing new powers for employment tribunals to make recommendations which benefit the wider workforce.
- Harmonising provisions allowing voluntary positive action.

Equality Act Provisions to come into force in April 2011

- Positive action in recruitment and promotion

Please see link below for details of how the Equality Act relates to schools, including independent schools.

<http://www.legislation.gov.uk/ukpga/2010/15/part/6>

Three Year Plan

The Learning Support Department realised we need to plan ahead to ensure that barriers to learning are removed for all pupils at BGS. This covers current pupils and future pupils.

Please see additional document for Three Year Plan, called **Disability Equality and Access Three Year Plan SEN**.