



Senior School Policy

SEND and Most Able Policy

Action	Policy to be reviewed annually		
	Committee	Date	Completed
Reviewed	SENCo and Deputy Head (Academic)	11 June 2024	✓
Reported	Education Committee	13 September 2024	
Approved	Board of Governors	02 December 2024	
Next review	SENCo and Deputy Head (Academic)	June 2025	

Index

Section A: School Arrangements

- Introduction
- Aims
- Objectives
- Roles and Responsibilities
- Coordinating and Managing Provision
- Admission Arrangements for Pupils with SEND
- Specialisms and Special Facilities

Section B: Identification, Assessment and Provision

- Allocation of Resources
- Identification, Assessment and Monitoring
- Strands of Action
- Identification of Learning Difficulties (Screening and Assessment, Teacher Concerns, Parent Concerns)
- Identification of most able pupils
- Levels of Educational Support
- IEP
- Providing Curriculum Access and Inclusion
- Provision for most able pupils
- Evaluating Success

Section C: Partnership Within and Beyond the School

- Staff Development
- Working in Partnership with Other Agencies
- External Support Services
- Partnership with Parents
- The Voice of the Child
- Links with Other Schools and Transfer Arrangements
- Conclusion

A. SCHOOL ARRANGEMENTS

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Gresham's School.

The DfE Special Educational Needs and Disability Code of Practice: 0-25 years (2015) has been taken into consideration in the formulation of this policy.

Children have SEND if they have a learning difficulty or disability which calls for SEND provision to be made for them. This provision is in addition to the education provision made generally to pupils at Gresham's

This document provides a framework for the identification of and provision for children with SEND.

Aims

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social communication or cognitive development
- To ensure that these children are given appropriate support to allow full access to the curriculum
- To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement
- To involve parents, pupils and others in developing a partnership of support.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND
- To demonstrate that meeting the needs of children's learning and behaviour is part of high quality education.
- To plan for any pupil who may have SEND
- To promote self-esteem and enthusiasm by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement
- To identify, monitor and support pupils who need extra resources and teaching help as early as possible
- To work in partnership with the child's parents
- To regularly review the policy and practical arrangements to achieve the above
- To help the child towards the best possible result at exams

Roles and Responsibilities

All members of the school community work towards the school's aims and objectives by using school procedures for identifying pupils with SEND and by partnership provision for pupils.

The Headmaster and Deputy Head (Academic) have strategic responsibility for overseeing the provision for pupils with SEND. The Deputy Head (Academic) works closely with the Head of Learning Support (LS), as well as the specialist teachers in the LS team, regarding all provision made to pupils needing LS. The Head of LS is responsible for coordinating and managing provision within the LS Department for pupils with SEND.

Coordinating and Managing Provision

The Head of LS is responsible for:

- The daily implementation of the school's SEND policy
- Liaising with and advising staff on SEND matters
- Coordinating the assessment of pupils with SEND
- Coordinating the provision for pupils with SEND
- Ensuring that IEPs are implemented
- Liaison with parents and external agencies
- Attending and providing appropriate INSETs
- Monitoring the progress of pupils with SEND
- Arranging screening tests for all new pupils
- Ensuring access arrangements for exams are carried out - pupils requiring extra time

and/or word processing, scribes, readers and prompts

Admission Arrangements for Pupils with SEND

Gresham's strives to be a fully inclusive school, in accordance with our entrance criteria. All pupils are welcome, including those with SEND, so long as the school can give adequate provision to meet their needs. The Head of LS and the Deputy Head (Academic) will be involved in the admission of pupils with SEND to ensure their needs can be met within the school and by the LS Department. Children with disabilities will not be discriminated against.

Specialisms and Special Facilities

- The Learning Support team, consisting of trained specialist teachers, will give advice, carry out screening, assessment and provide specialist teaching within the LS Department when it is required. The Head of LS coordinates the department.
- The Head of LS will organise special exam access arrangements for any pupils who qualify for this. This includes extra time, word processing, a reader and/or a scribe, enlarged / modified papers, supervised rest breaks and in some cases a prompt or separate invigilation.
- All pupils who require access arrangements for exams have undergone assessment, either administered by an educational psychologist or by one of the specialist teachers in the LS Department.

A.IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of resources

The Head of LS is responsible for an allocated resource budget covering materials and resources needed to support pupils with SEND.

Identification, Assessment and Monitoring

This follows a graduated approach, as required by the 2015 SEN Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment

The Code of Practice recognises four broad categories of Special Educational Needs:

- Cognition and learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and/or physical needs

Strands of Action

The strands of action to meet learning difficulties are:

- Assess
- Plan
- Do
- Review

Identification of Learning Difficulties

Screening and assessment

All new entrants undergo a screening process (LUCID Exact) to determine any underlying learning problems. Those pupils whose results show that there may be some difficulties may require further assessment. After discussion with the parents, further assessment will take place, either by the specialist teachers in the LS Department or by an educational psychologist. New pupils entering the sixth form will be screened or re-assessed as per current JCQ Regulations.

Teacher Concerns

If a teacher is concerned about the progress or behaviour of a pupil in his or her class, he or she should:

- Discuss the issues with the HoD.
- Discuss the issue with the pupil's HSM/Tutor.
- Discuss the issue with the Head of LS who will advise on the best course of action.
- Try to address the issue within the normal support system and differentiation in the classroom.

If the issue is not resolved or is a major or urgent issue:

- If further assessment is required, the Head of LS will contact the parents and organise the assessment of the child. This would focus on the specific issue that has been raised but may also involve gaining more background information via formal testing. The assessment may be carried out either by one of the specialist teachers in the LS Department or by the educational psychologist.

Identification of Most Able Pupils

What is "Most Able"?

The DfE defines most able as "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)".

Gresham's School aims for school-wide excellence: we value pupils' gifts and talents and the extraordinary. We recognise the need to affirm high ability and achievement, and seek to meet the needs of such pupils. Potential as well as achievement is acknowledged. Our aim is to create opportunities for all talents and abilities to flourish.

Most able pupils with learning difficulties, such as dyslexia and dyspraxia, are included.

The Identification Process

The Deputy Head (Academic) maintains a register of most able pupils, which is collated in the Michaelmas Term. The process of identification is as follows:

- Attainment of MidYIS scores of 129 or above in one or more test batteries (maths, verbal, non-verbal)
- GCSE scores of 58 points or above in the best 8 subjects
- Test of cognitive ability administered by an educational psychologist with scores at or about 95th percentile
- Teacher recommendation based on high performance (success criteria are not defined)
- Scholars, who will normally meet at least one of the above criteria

The annual update may include removal if necessary, e.g. where a pupil is no longer following a course of study in the subject where she or he was identified.

We operate a policy of inclusivity, and so our register has a higher proportion of the school population than the norm of 5-10%.

If a parent is concerned about the progress of their child, they are encouraged to contact:

- their child's Tutor, the HSM, the Deputy Head (Academic) or Head of LS for academic concerns
- their child's HSM or Tutor for pastoral concerns
- the Headmaster or Deputy Heads for more serious concerns
- any other teacher about a specific issue

The usual method of contact would be by phone or email. Parent concerns may result in assessment of the child by a member of the LS team.

Levels of Educational Support

Differentiated Classroom

Classrooms always contain pupils with differing levels of ability and different levels of achievement. Within a broad 'average', teachers are expected to 'differentiate' so that the school curriculum is accessible to all of the pupils.

Supervised Study

Pupils may be invited to attend prep in LS or in a supervised classroom. Pupils on the LS Register in Year 9 who have a reduced timetable attend supervised study within the LS department or a supervised classroom.

Individual Learning Support

Only when a pupil's needs appear to fall outside this broad average do we give specialist advice and draw up an Individual Education Plan (IEP). New targets will be set, and reviewed, twice year. These IEPs are available to all teachers on the school's VLE and are sent to parents.

External Agencies

If the pupil needs intervention from an external specialist (Occupational Therapist, Speech

and Language Therapist, Educational Psychologist, etc.) the Head of LS will coordinate appropriate meetings/assessment with the parents' permission. We will draw up an Individual Education Plan (IEP) based on the specialist's recommendations. New targets will be set, and reviewed, twice a year.

Educational Health Care Plan (EHC Plan) – previously known as Statement of Special Educational Need

Only in exceptional cases do pupils have an EHC plan. When the pupil has severe or very complex needs, an EHC plan is written by the Local Authority (LA). This is a lengthy and legal process. If the LA agrees to an Education, Health and Care Needs assessment of the pupil, they seek advice from the parents, the school and their own team. After this assessment the LA may grant or refuse to write an EHC plan. (There is an appeals procedure.)

The plan will say what additional support the pupil should receive and will be reviewed annually. A level of financial support may be given to the school to provide some of the support. The pupils with plans will also have IEPs which reflect the requirements on their plans. The Head of LS will ensure that all members of staff and boarding house staff understand the needs of the pupils with EHC plans and that their support is in place. The pupil IEPs are available to Staff on the School network.

*Where parents choose not to, or cannot, take up the specialist support; the Head of LS will continue to advise parents and teachers and to monitor the pupil's progress.

Individual Education Plans (IEPs)

The purpose of the IEP is to:

- Help the professionals focus on the needs of the pupil
- Involve the parents in the decision making and support
- Involve the pupil in his or her learning

The Gresham's School IEP will include:

- Basic information about the pupil, including the nature of the difficulty and the specialist support that is being given.
- A 'Strengths and Difficulties' section which gives a snapshot of the pupil. This will be amended from time to time, as the needs of the student change.
- Recommendations for in class support.
- Targets - These are short, measurable, achievable, relevant and timed.
- Teaching strategies. This section shows how the targets may be obtained.
- Target Review. This section will be completed by the teachers to record what progress has been made towards the targets. Targets will not always be completely met or may be ongoing.
- The pupil's parents discuss targets with the pupil's learning support teacher at the parents' meetings and are sent a copy of the IEP.
- All IEPs are available to all staff on the school network.

- IEPs are reviewed twice yearly (in line with the Pre-Prep and Prep schools), resulting in new targets being set as appropriate. The review dates are in October and February.

The IEP should be discussed with the pupil so that he/she knows what should be achieved by the end of term, and what strategies he/she can use to achieve the target.

Teachers should keep IEPs with their planning notes, so that they are constantly mindful of the needs of each child.

A child's IEP is a confidential document and should not be seen by other children, or adults who are not involved in the child's education or welfare.

Providing Curriculum Access and Inclusion

Gresham's enables all pupils to access the curriculum through differentiation, grouping into sets and individual support.

Gresham's strives to be an inclusive school engendering a sense of belonging through (a) its inclusive ethos; (b) a broad and balanced curriculum for all pupils; (c) systems for early identification of barriers to learning and (d) participation, high expectations and suitable targets for all pupils.

Most Able Working Practice: How Needs are Met

1. Monitoring

Monitoring the achievement (or underachievement) of most able pupils is an important aspect of the Academic Tutor's role. Pupils are made aware that their gift or talent has been recognised. Orders grades enable the Tutor to track their pupil's progress and to make comment in termly reports. Where a pupil's achievement does not appear to match their potential as identified by testing or recommendation, Tutors should discuss the matter with the pupil and notify the relevant Housemaster/mistress and the Deputy Head (Academic). Special regard should be paid to pupils with dual or multiple exceptionalities where learning difficulties may obscure intellectual ability, and to the needs of the able disaffected.

2. Provision

Most able pupils need appropriate learning experiences which will sustain motivation and bring personal challenge, excitement and satisfaction. To this end, Gresham's provides the following:

- Differentiation by task as well as outcome
- Questioning that stimulates exploration, discussion, creative thinking, problem posing and problem solving
- Extension work (more challenging tasks, additional individual research, open-ended prep tasks)
- Acceleration (in mathematics)
- Large numbers of co-curricular events and groups which cater for special interest
- Enrichment courses, talks, master classes, programmes and summer schools for targeted individuals and groups
- Availability of staff time and facilities beyond the timetable
- Learning Support provision such as amanuensis for dual exceptionality

- Mentoring for Oxbridge, medicine/vet science, etc.
- Academic Enrichment programme for the Year 9, Year 10 & 6th Forms
- Close liaison with the UEA and their most able programme

Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- Results of IEP reviews
- Analysis of pupil tracking data and exam results
- Assessment tests within the Learning Support department
- Feedback from parents, staff, pupils and outside agencies

C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

Learning Support staff are encouraged to attend courses on aspects of SEND deemed useful to them to enable greater support of pupils. Whole staff inset is also arranged for relevant training. The Specialist teachers in the LS department provide advice and information to staff, where applicable.

Working in Partnership with Other Agencies

Gresham's welcomes other professionals to school and works with them in supporting pupils. Parents are always informed prior to an outside agency's visit (e.g. the Speech and Language Therapist, Occupational Therapist, Sensory Support Service). The Head of LS is usually involved in the assessment process and during the post-assessment meeting with parents. We work together with these agencies in providing a suitable programme of work for the pupil.

External Support Services

External support services all play their own part in the development of a child experiencing learning difficulties. After assessments carried out by the school, to determine and confirm the exact nature of a child's problems, they may need to be further assessed by an educational psychologist and parents will be advised of this. This assessment can either be carried out privately or by a psychologist from the county council's education department. It is the parents' choice which option they wish to follow.

Assessment can take place at Gresham's or at the pupil's home or, if it is a private arrangement, at the psychologist's consulting rooms. After the assessment the educational psychologist will speak with the parents concerning the results. If this takes place at school, then the Head of LS or the pupil's specialist teacher will be present (with parental permission) to hear the outcome and plan the way forward for the pupil on the psychologist's recommendations. A written report will be sent to the parents a few weeks after the assessment and a copy to the school, if the parents wish.

As well as Learning Support lessons the psychologist could also recommend that the pupil sees a speech and language therapist or an occupational therapist, depending on the nature of the child's problems. Extra time in exams may be recommended and sometimes the services of a scribe and/or reader in exams. The Head of LS will arrange all this, as long as the pupil meets the exam board criteria.

Other outside agencies may be consulted, depending on the nature of the child's problems (e.g. dyspraxia or ASD). In these cases, the child is usually referred to their doctor, who will then recommend suitable specialists who will further assess the child. Regular communication with parents and the Head of LS is essential here to plan the way forward according to the specialist's recommendations.

Finally, if a pupil requires an EHC plan, then the Head of LS will be communicating with the county council (see section on Educational Health Care Plans).

Partnership with Parents

We aim to provide a culture of cooperation with parents through:

- Informing parents of any concerns
- Meeting parents to discuss a plan of action
- Sharing any IEP and its review with the parents
- Providing access to the Head of LS and LS Team to discuss the child's needs and approaches to address them
- Encouraging participation in meetings and encouraging support at home
- Supporting parents' understanding of external agency advice and support

The Voice of the Child

We encourage pupils to participate in their learning by:

- Listening to their views
- Encouraging independence
- Involving them in identifying teaching and learning strategies that work for them
- Discussing their IEP with them

Links with Other Schools and Transfer Arrangements

- The Head of LS speaks with parents of new pupils requiring Learning Support to discuss their children's needs. As appropriate, the Head of LS will contact the SENCo at feeder schools to request info on pupils with SEND transferring to Gresham's.
- In supporting the transfer of our pupils to other schools, the Head of LS liaises with the SENCOs there, transfers records and advises on needs prior to transfer.
- The majority of Prep School pupils transfer to Gresham's Senior School and the Heads of LS of both schools liaise very closely regarding the pupils' needs.
- The Head of LS will arrange a transition visit for all pupils with an EHCP who are joining the school. This will usually be in the summer term before joining. The Head of LS or Assistant SENCo will visit new, confirmed joiners with an EHCP in their current school to discuss how they are supported and aid a smooth transition.

Conclusion

At Gresham's we aim to provide the best possible Learning Support for all the pupils who may need this service. Every pupil is an individual and each one will require help tailored to their particular needs, which will be adapted accordingly as these evolve and progress is made. The Learning Support department is an important and essential part of the School, providing much needed and expert support for all pupils who experience or develop specific learning difficulties