

## **Additional Learning Needs Policy**

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### **INTRODUCTION**

Rydal Penrhos School is committed to the equal treatment of all pupils, including those with special educational needs (hereinafter “SEN”) and disabilities. This policy seeks to eliminate disadvantages for pupils with SEN and disabilities by:

- making sure that the School takes every possible step to provide all pupils (including those with medical conditions) with the support they require in order that they may have unimpeded access to all of the School's educational opportunities;
- treating pupils with SEN and / or disabilities no less favourably than their peers;
- making reasonable adjustments so that pupils with SEN and / or disabilities are not put at any disadvantage in matters of admission and education;
- ensuring that pupils with SEN and / or disabilities engage as fully as is practicable in the activities of school alongside those pupils who do not have SEN and / or disabilities;
- ensuring that parents are informed when special educational provision is made for their child, and that they are kept up-to-date as to that child's progress and development.

The School will readily listen to any concerns expressed by parents about their son’s or daughter’s development, and indeed any concerns raised by the children themselves. Should their child's progress or behaviour give cause for concern, parents are advised to make contact with the appropriate Head of School directly.

In drawing up this policy, Rydal Penrhos has had due regard to the following guidance and advice (in so far as it applies to the School):

- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015);
- the Equality Act (2010);
- the Children and Families Act (2014);
- the Statutory Framework for the Early Years Foundation Stage (April 2017).

This policy should be read in conjunction with the following School policies:

- Admissions Policy;
- Equal Opportunities Policy;
- Accessibility Plan.

### **DEFINITIONS**

#### **Special Educational Needs:**

A pupil has SEN if he or she has a learning difficulty and / or a disability which requires special educational provision. In accordance with the Children and Families Act (2014), a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of his or her age;
- has a disability which either prevents or hinders his or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or in early years provision;
- is under five years old and would be likely to have such difficulties if special educational provision were not available to him or her.

Children will not be regarded as having a learning difficulty solely on the grounds that the language or form of language of their home is different from that in which they are taught. The School's support for those children whose first language is not English is set out in the School's Language Policy, and such pupils fall within the remit of the English as a Foreign Language Department in the Senior School.

**Disability:**

Not all pupils who have SEN are disabled, while not all disabled pupils have SEN.

A child or young person is disabled if he or she has a physical or mental impairment which has a substantial and long-term adverse effect upon his or her ability to carry out normal day-to-day activities (as defined by the Equality Act [[2010]). The School recognises that some pupils with a SEN may also have a disability; it will do all that is reasonably possible in order to meet the needs of pupils with disabilities for which it can adequately cater, on the basis of reasonable adjustments.

**RESPONSIBILITIES****Governors:**

The Governing Body is responsible for determining school policy, and for the provision made for pupils with SEN and / or disabilities.

**Headmaster:**

The Headmaster is responsible for overseeing all aspects of the School's SEN and disability provision, and for keeping the Governing Body fully informed as to the implementation of the School's policy.

**Heads of Learning Support:**

The School appoints separate Heads of Learning Support in the Preparatory and Senior sections whose responsibilities include the following:

- determining the strategic development of the SEN and disability provision in the School, within the guidelines laid down by the Headmaster and Governing Body;
- taking overall day-to-day responsibility for the execution of the Special Educational Needs and Disability Policy;
- coordinating specific provision for children with SEN and / or disabilities, including those who have Education, Health and Care (EHC) Plans;
- ensuring that all staff understand their responsibilities to children with SEN and / or disabilities, and that they appreciate the School's approach to identifying and meeting SEN and / or the requirements of those with disabilities;
- ensuring that teachers are supplied with any necessary information relating to a child's learning support needs and / or disabilities (if known), such that the educational practice deployed is appropriate;
- ensuring that parental insights are considered by the School so as to enable it to support their child's SEN and / or disability;
- liaising as appropriate with the School's medical staff, external professionals and agencies;
- ensuring that the School keeps up-to-date records of all pupils with SEN and / or disabilities.

**Teaching staff:**

It is the responsibility of all teachers to help to meet a pupil's needs, irrespective of any specialist qualifications or expertise that they may have; all colleagues are expected to understand this policy so that the School can identify, assess and make provision to meet any such needs.

## ADMISSIONS

Rydal Penrhos School is academically selective, and welcomes all children who can make the most of the opportunities on offer and can flourish in its caring environment. Insofar as possible, the School's Admissions Policy aims to eliminate any substantial disadvantages which may be encountered by applicants with SEN and / or disabilities as they pass through the admissions process.

The School will treat every application from a potential entrant with SEN and / or disabilities in a fair and open-minded way; however, it will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able fully to support the needs of all prospective pupils; thus the parents of children with disabilities, SEN and / or learning difficulties are advised to discuss their child's requirements with the School before it considers his or her application for a place, and certainly before the pupil sits the School's entrance exam, so that suitable provision can be made for him or her on the day. Parents are asked to provide a copy of a medical report or an educational psychologist's report to support a request, for example, for large-print material, extra time, the use of a laptop or other special arrangements. Before an offer of a place is made, the School will assess whether it is able adequately to cater for and meet any SEN and disabilities (if known) with reference to discussions and meetings with parents, to any professional reports and references from previous schools, and to any assessment of the pupil undertaken at a Taster Day, as appropriate. An offer of a place may not be made if the School determines, following consultation with parents, that it is unable to meet and to provide for a child's needs; nevertheless, the School will always consider its obligations under the Equality Act (2010).

The Admissions Policy can be found on the School's website; it applies equally to all prospective pupils and provides details as to how the School supports those applicants with SEN and /or disabilities.

## IDENTIFYING & SUPPORTING PUPILS WITH SEN AND / OR DISABILITIES

Special educational provision at Rydal Penrhos operates on the principle of a graduated approach which embodies the concepts of **assess, plan, do** and **review**.

### **Assess:**

The School's curriculum planning and schemes of work are designed to take proper account of the needs of all pupils, including those with SEN and / or disabilities. The School regularly reviews pupil progress so as to monitor whether children are moving forwards as anticipated; however, slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a his or her being recorded as having SEN. Nevertheless, should the School reasonably consider that a pupil may have a learning difficulty (for example where there are early indications that he or she is not making the expected progress), the School would do all that is reasonable to report and consult with parents and the pupil (as appropriate) with the objective of determining the action required, with due regard to any advice available from specialists.

The first step is to carry out an analysis of the pupil's needs so that support can be matched to need. The information to be considered may include the following:

- the findings of observations of the pupil's activities in the classroom;
- the results of one-to-one assessments, internal assessments, public examinations, Cognitive Ability Tests and value-added testing. In the Preparatory School, the following instruments are deployed: the Diagnostic Test of Word Reading Processes, the Diagnostic Spelling Test, the Basic Number Screening Test, the British Picture Vocabulary Scale, the Coloured Progressive Matrices and the Digit Memory Test. In the Senior School, the following tests are used: the British Picture Vocabulary Scale, Digit Span, Symbol Digit, the Comprehensive Test of Phonological Processing, the Gray Oral Reading Tests, the Wide Range Achievement Test 4, Lucid Exact, DASH Free Writing and the Writing Speed Quotient 4.
- the content of School reports;
- the recommendations contained in Educational Psychologists' reports. The School may request that parents fund a formal assessment of their child which is arranged by the Head of LS and is carried out by a third-party specialist such as an Educational Psychologist with whom the School has a working relationship. Should parents wish to proceed with a formal assessment on an independent basis, it would be in the best interests of their child if the School were to be given copies of all advice and reports that they might receive; however, they should be aware that external formal assessments cannot be used as evidence for public examination Access Arrangements in instances in which there is no "working relationship" between the School and the Assessor.

**Plan:**

Parents are always consulted and kept informed as to any action taken to help their child, as well as the outcome of any such action, and the pupil's wishes are invariably borne in mind within the context of their age and maturity. The parents are invited to attend a meeting with the Head of LS in order to draw up an Individual Education Plan ("IEP" – Preparatory School) or an Individual Development Plan ("IDP" – Senior School) with input from all parties concerned; this document highlights a pupil's learning needs, targets and recommendations and, once it has received parental approval, it is circulated to all staff (in the teaching, tutorial and boarding contexts) who are in regular contact with the pupil.

Any action may include additional support within or outwith the regular classroom, adjustments, interventions and special teaching strategies or approaches.

For the purposes of clarity of communication, all strategies are included on the SEN Register (Preparatory School) or the alternative Needs Register on the confidential T-Drive (Senior School), documents subject to regular amendment as circumstances evolve. The information included will incorporate such detail as the provision of different colour paper to pupils with Irlen Syndrome, as well as any Access Arrangements permitted for examinations.

**Do:**

The School's SEN provision currently includes the following measures:

- in-class differentiation;
- learning support, both within and outwith the classroom, on an individual, paired or small-group basis. At the Preparatory School, parents are charged for one-to-one support in the classroom;
- additional specialist teaching;
- support from the Head of LS;
- additional one-to-one lessons (which are usually charged to parents).

Teachers will liaise closely with the Head of LS in the execution of the IEP / IDP, and in monitoring and assessing the impact and effectiveness of the support and interventions that have been put in place for the child.

**Review:**

In each section of the school, biannual reviews are undertaken, both to consider the effectiveness of any support provided as well as its impact upon the pupil, with the objective of subsequently updating the IEP / IDP.

As necessary, the Head of LS makes additional comments on School reports as to the pupil's progress.

**RECORDING THE PROGRESS OF PUPILS WITH SEN AND / OR DISABILITIES VIA THE IEP / IDP**

The IEP / IDP is used to record the progress of, as well as the support provided for, any pupil with significant learning difficulties and / or disabilities, or indeed any pupil with an EHC Plan.

This document contains key information such as the following:

- pupil and parental perspectives, culled from questionnaires, interviews and pen portraits;
- progress and attainment level data, alongside test scores;
- targets and outcomes sought;
- outcomes at specific reference points such as the ends of the various Key Stages, measured on a comparative basis against peer achievement;
- teaching strategies;
- the additional or alternative provision in place;
- reports or recommendations from any external specialists, professionals or agencies;
- any information the pupil would like to share about him- or herself, such as strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions, alongside what these mean to the pupil and how these affect them;
- the date upon which the IEP / IDP was drawn up, and the date for the subsequent biannual review which will involve all parties concerned (including the pupil, subject to his or her age and understanding). It can nevertheless be amended as and when circumstances change and at the request of the pupil, a parent, the Head of LS or a teacher.

The child is encouraged to take ownership of his or her IEP / IDP, and indeed to set his or her own targets.

Once it has received parental approval, this document is circulated to all staff who are in regular contact with the pupil, to include the teaching, tutorial and boarding contexts.

## **PUPILS WITH AN EDUCATIONAL HEALTH CARE PLAN**

The needs of the majority of pupils with SEN and / or disabilities will be met effectively through the School's dedicated support in this area. However, where the pupil has not made the progress anticipated although SEN support has been provided, his or her parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for the child. While parents are asked to consult with the School before exercising this right, the School will always consult with parents before undertaking this procedure.

Should the Local Authority refuse to make an assessment, the pupil's parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber); the School does not enjoy this right of appeal.

Where a prospective pupil has an EHC Plan already in place, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed in order to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority (if the latter is responsible for the fees and the School is named in the EHC Plan). In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act (2010). The School co-operates with the Local Authority so as to ensure that relevant annual reviews of EHC plans are carried out as required.

## **ACCESSIBILITY PLAN**

Rydal Penrhos School maintains a three-year Accessibility Plan, a copy of which is available upon written request to the Headmaster. This sets out the School's plan achieve the following objectives:

- to increase the extent to which disabled pupils can participate in the School's curriculum;
- to improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education, benefits, facilities and services provided or offered by the School;
- to enhance the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **BULLYING & BEHAVIOURAL ISSUES**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Via the curriculum, PSHE and other areas of School life such as Chapel services, pupils are taught the importance of respecting each other and of behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment, and underline the fact that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN and / or disabilities may be particularly vulnerable to being bullied. The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties; persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN but, where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and / or disabilities can face additional safeguarding challenges, and supplementary barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and / or disabilities to be disproportionately affected by behaviours such as bullying, without outwardly showing any signs;
- communication barriers, and difficulties in overcoming the latter.

The guidance contained in the School's Child Protection and Safeguarding Policy will be followed, should any safeguarding concerns arise.

## ACCESS ARRANGEMENTS IN THE CONTEXT OF PUBLIC & INTERNAL EXAMINATIONS

The following five policies provide details as to the processes in place in the event that SEN and / or disability impact upon examinations:

- Access Arrangements;
- Appointment & Monitoring of Specialist Assessors;
- Disability in the Context of Public Examinations;
- Provision of Separate Invigilation;
- Word Processor Use.

When sitting **public examinations**, pupils who have been diagnosed as having a learning difficulty may be entitled to Access Arrangements; these could include one or more of an additional time allocation, the provision of a separate examination room, the use of a computer, and support from a scribe and / or reader.

Once the candidature of a pupil whose name appears on the Alternative Learning Needs Register is anticipated, the Head of LS submits an application via “Access Arrangements Online”, a Joint Council for Qualifications tool which is recognised by all of the Awarding Bodies (with the exception of Cambridge International Examinations and the International Baccalaureate Organisation). Such applications must meet the following criteria:

- they must be made on the basis of a “history of need”, and evidence to support this will be gathered from all of the candidate’s teachers;
- they must be supported by relevant and time-constrained testing data which has been provided by a qualified assessor;
- the Access Arrangement requested must reflect the candidate’s “normal way of working”.

Upon receipt of the approval of the Access Arrangement(s) sought, the Head of LS draws up a schedule to show the staffing and facilities required, and passes this on to the Director of Studies who allocates the commensurate material and human resources.

With regard to **internal examinations**, pupils in the Senior School receive Access Arrangements which, where practicable, anticipate those that they should be accorded in their eventual public examinations, such that the internal papers function as a rehearsal of the real event. At the Preparatory School, the allocation of extra time is not necessary, in that the pupils are already subject to no time constraints when sitting examinations; if appropriate, pupils with SEN and / or disabilities may have questions read out to them, a concession which does not however apply when they are taking a reading test.

Last reviewed by S-AH:	July 2018
Approved by Governing Body:	
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