



3b - Disability, Inclusion, Special Educational Needs and Learning Support Policy

Whole school policy including EYFS.

Port Regis is a school for pupils between the ages of 2 (rising 3) and 13 that aims to ensure that all pupils will enjoy their time in school and develop their academic abilities, physical skills and other qualities of character that contribute to becoming a well-balanced adult.

A whole school policy will operate to meet each child's individual needs following the guidelines of the [Children and Families Act 2014](#), the [SEN and Disability Code of Practice 2015](#), and the [Equality Act 2010](#).

THE SELECTION PROCESS

The school's selection policy is described in its Admissions policy. Applications from all those who have the ability and aptitude to access an academic curriculum leading to Common Entrance in the Summer Term of Year 8 are welcome. Parents of children with physical disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance assessment so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or Educational Psychologist's report to support their requests such as large print materials, extra time, use of laptops or other special arrangements.

BEFORE ENTRY

Each pupil with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and medical advisers as necessary, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. The school requires parents to disclose all information relating to their child from a SEND perspective at the point of application.

BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to

work together with families such that barriers to learning can be minimised, appropriate support to meet the needs of each individual can be put in place and all children enabled to thrive and enjoy learning.

PHYSICAL ACCESSIBILITY

Parents and prospective parents of a child with a physical disability may wish to obtain copies of the school's accessibility plan from the school office. The school monitors all aspects of physical accessibility and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

AUXILIARY AIDS AND SERVICES

The School is committed to making all reasonable adjustments.

PUPILS WITH EDUCATION, HEALTH AND CARE (EHC) PLANS AND CARERS

Pupils with EHC plans from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHC plan requires their dedicated carer in school, for example, to assist with personal care, writing etc. this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with all safeguarding procedures in place including the Code of Conduct for all staff. This includes attendance at the safeguarding induction given to all new members of staff before the commencement of their work on site, and at the regular safeguarding updates which are provided for all staff, as well as statutory regular training.

THE LEARNING SUPPORT DEPARTMENT

Port Regis has a well-resourced department, led by a fully qualified SENDCo. We are able to meet the requirements of all children with mild learning difficulties who can be catered for within the normal school curriculum. We have specialist staff who can provide extra tuition in English, Mathematics, Science and modern languages. We are also well equipped to provide support at all levels for children whose first language is not English.

Some pupils with a physical disability may also require specialist support from the Learning Support Department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents to help them to overcome the barriers that their difficulties present.

ROLE OF THE SENDCo

The SENDCo, who leads the Learning Support Department, has an important role at Port Regis School. S/he plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. S/he will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff and with external agencies.

One of the responsibilities of the Governors' Education Committee is oversight of the provision of learning support and accessibility for pupils with disabilities, SEND and learning difficulties. The SENDCo liaises with the Heads of Pre-Prep and EYFS, Head of Lower School, Head of Middle School, Deputy Head Academic, Deputy Head Pastoral and external agencies, to ensure early intervention and identification of pupils with SEND.

Experience shows that learning difficulties can provide challenges for the brightest of children. Identification and appropriate support for such needs should take place as early as possible during a child's time at Port Regis to avoid any loss of self-confidence and to ensure that the full potential of every child is reached. At Port Regis we adopt a graduated response to need.

Years N to 4	<p><u>Quality First Teaching (All)</u></p> <p>All teachers are expected to set targets for all pupils to help them progress and maximise learning. Make use of standardised tests results alongside teacher assessment.</p> <p>Are all pupils making progress?</p>	<p><u>Small, specific, time bound groups</u></p> <p>Parents to be consulted by class teacher after consultation with SENDCo.</p> <p>Are pupils now making adequate progress? Has the attainment gap closed between them and their peers? Has the attainment gap grown wider?</p>	<p><u>One to One Interventions</u></p> <p>Targeted interventions based upon further assessment constructed by SENDCo and LS teachers and possible input from outside professionals.</p> <p>Parents to be consulted by SENDCo</p> <p>Pupil Profile drawn up and shared with teachers, parents and child.</p>
	Wave 1	Wave 2	Wave 3

Years 5 to 8	<p><u>Quality First Teaching (All)</u></p> <p>All teachers are expected to set targets for all pupils to help them progress and maximise learning. Make use of standardised tests results alongside teacher assessment.</p> <p>Are all pupils making progress?</p>	<p><u>Small, specific, time bound groups</u></p> <p>Parents to be consulted by class/subject teacher after consultation with SENDCo.</p> <p>Are pupils now making adequate progress? Has the attainment gap closed between them and their peers? Has the attainment gap grown wider?</p>	<p><u>One to One Interventions</u></p> <p>Targeted interventions based upon further assessment constructed by SENCo and LS teachers and possible input from outside professionals.</p> <p>Form teacher, subject teacher, HoD, Deputy Head Academic, Deputy Head Pastoral to consult with SENDCo</p> <p>Parents to be consulted by SENDCo</p> <p>Pupil Profile draw up and shared with teachers, parents and child.</p>
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Assessment

1) Internal - mainstream

All new parents are asked to fill in an educational history questionnaire and to supply any relevant background information including specialist reports to assist with assessment. This is not part of any selection process. In order to do the best for each individual child, as much information as is available is needed by the school. Each year, pupils undergo standardised testing in English and Mathematics, as well as Verbal and Non-Verbal Reasoning, to assist in placing them in the appropriate classes. The testing schedule is set out in the School's [4a Measuring Pupil Performance](#) policy as well as in the [academic handbook](#).

2) Internal – Learning Support

Significant discrepancies between different sub-scores of the CAT tests, or evidence of poor performance in the Progress In English, Progress In Maths, NGRT or NGST tests, may indicate specific learning difficulties and may be investigated further. In addition, it will be suggested that any children about whom teachers, tutors or parents are concerned should be given consideration for more detailed assessment.

(The School Handbook contains advice on identifying specific learning difficulties, including sections on dyslexia, speech and language, dyspraxia, dyscalculia, ADHD and Autistic Spectrum Disorders).

Children whose first language is not English will be assessed by the EAL (English as an Additional Language) teacher to ascertain their need for specialist EAL tuition.

There is a charge of £175 to parents for a full assessment and written report.

3) External

- a) Parents of pupils showing evidence of learning difficulties can be supplied with the names of Educational Psychologists, Speech and Language Therapists and Occupational Therapists and with details of their charges. Though parents are, of course, welcome to consult alternative providers of education support services and assessment for their child, if they so wish. In all cases, permission should be sought by parents to share reports with the school in order for the school to enable the most appropriate support to be put in place.

- b) The reports are sent to parents and, with their permission, to the school. Recommendations and strategies for helping the children in class are communicated to all subject teachers via a Learning Support Profile. These recommendations, along with other appropriate information, are entered onto the school's database.

Extra Support

- a) Children with specific learning difficulties may have an ongoing, day-to-day and lesson-to-lesson requirement. It is our firm policy to try to meet those needs.
- b) The key to success in this and in any other aspect of education is teamwork. Pupils, parents and teachers must work together to achieve this.
- c) All subject teachers, with the assistance of the SENDCo, are responsible for apprising themselves of the needs and requirements that any of their pupils may have. The relevant details of the educational psychologist reports, as well as any useful strategies, are available on the database and advice on their implementation must be sought from the SENDCo.
- d) Lower School form teachers regularly give extra help to their pupils who need it, especially during break and post-lunch reading time each day. All staff will make every effort to recognise learning differences (and information to assist them in this is outlined in the Staff Handbook).
- e) Parents must ensure that the school receives, as early as possible, all information relevant to their child's needs.

Monitoring of Progress and Reports

The learning support department prepares an individual Learning Support Profile for all children with a known learning difficulty. All pupils receiving individual support will have a Learning Support Programme, which indicates the work undertaken in their support lessons and includes achievable targets. This is reviewed regularly with pupils, parents and teachers as appropriate. The child is encouraged to take ownership of it and to set their own targets. These documents are available via the school database to all mainstream teachers.

The Learning Support Department will also:

- Interpret Educational Psychologists' reports and recommendations in the light of the children's actual performance on a daily basis and adjust the level of support provided for each child in line with this performance.
- The LS department will also monitor progress through use of a selection of standardised tests alongside the school's internal assessment programme. The results will be communicated to relevant subject teachers and tutors.
- In addition there will be regular reviews of a child's progress, and this will involve the tutor, the specialist teacher and the child's subject teacher. As a result of such a review it may be suggested that the number of lessons a child receives is adjusted.
- Full reports are written for all children at the end of each term.

Other Extra Tuition

- a) If pupils are short of confidence or have not covered aspects of the CE curriculum, the subject teacher or tutor may discuss with parents the possibility of extra lessons in certain subjects.
- b) These lessons, which must have the consent of parents, are arranged by the heads of the respective subject departments (Maths, Science and Modern Foreign Languages).
- c) Our setting arrangements from D Form (maths only in E Form) allow pupils to progress at a pace appropriate to their ability in different subjects.

Small Group Teaching

Extra tuition may be done in small groups, typically of two to four children, depending on the nature of the requirements of the children.

Dropping subjects

It may be recommended that some children drop or do not start certain subjects. This time would be used for support in basic skills, the cost of which would be charged to parents.

Number and timing of lessons

The number of lessons per week will depend on the child's need and the weekly timetable. Wherever possible lessons take place at a time which is most convenient and acceptable to the pupil. Individual pupils' needs are matched to their academic programme. Tutors are proactive in overseeing best provision for their tutees.

Missed lessons

The Learning Support teacher will make every effort to locate a pupil who is late for a lesson. If, however, a lesson is missed without good cause, a note is sent to the tutor and the parents are charged for the lesson. Where possible, Learning Support teachers will endeavour to make up any 'missed' lessons.

Cost

The cost of one half-hour lesson of individual extra tuition is currently (academic year 2021-2022) £35, and £27 for small-group teaching. This will be debited to the end-of-term account. Parents are required to give half a term's notice prior to the start of a new term for any extra tuition to be terminated or they will be liable in lieu of such notice for the cost of the lessons involved.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of Port Regis, unless coming into the school at a younger age where a child may learn quickly through immersion, pupils must be competent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

STAFF TRAINING

The SENDCo organises INSET and other training for staff on working with children with SEND. This training focuses on helping each child to reach their maximum potential, and on the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible. Updates are provided at staff meetings.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of more able pupils). The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or facilitating extra time and other concessions in exams.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the nursery upwards, are taught that victimisation and bullying are prohibited and will not be tolerated. The School's objective is to ensure that a pupil with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum, assemblies, tutor sessions, life skills lessons and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies and school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even

suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the School has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENDCo, other pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they feel that an adjustment to the curriculum or learning support plan followed by their child might be in their best interests, or if there is a specific concern.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website or available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has received unfavourable treatment.

Nikki Nathan

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**Approved by the Governors' Education Committee
September 2021**