SPECIAL EDUCATIONAL NEEDS (SEND) & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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What are special educational needs and disabilities (SEND)?
A boy has special educational needs requiring special educational provision if he has a significantly greater degree of difficulty in learning than the majority of children of his age. Special educational needs are usually considered to fall into four broad categories:

- **Cognition and Learning Needs** - often defined as a Specific Learning Difficulty (SpLD), for example Dyslexia, and characterised by features such as slow speed of processing or weak phonic awareness;
- **Communication and Interaction Needs** (including Social Communication needs) – often diagnosed as ASD (Autistic Spectrum Disorders) or characterised as SLCN (Speech, Language and Communication Needs);
- **Sensory and Physical Needs -** including hearing and visual impairments, or physical disabilities both temporary and permanent;
- **Social, Emotional and Mental Health Needs (SEMH)** – children diagnosed as having ADHD/ADD (Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder) are included within this category.
- A boy may also have a disability under the terms of the Equality Act 2010. A disability is defined 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*.
- Not all pupils with disabilities will have special educational needs, and not all pupils with special educational needs will meet the legal definition of disability. The school is committed to ensuring that disabled pupils are not treated less favourably and that **reasonable adjustments** are made to remove barriers to learning and participation.
- Provision for pupils with disabilities, including accessibility of the physical environment and curriculum, is set out in the Accessibility Plan.

SENCO
The Special Educational Needs Co-ordinator (SENCO) is responsible for the day-to-day running of the School's SEN policy.

SEN provision
The School aims to make special educational provision in addition to the standard provision, with regard to the SEND Code of Practice 2015 and the Children and Families Act 2014.

The School considers applications for boys with special education needs, on condition that the SENCO/academic staff believe the applicant will be able to cope with the School's academic demands and routines, and that the School can provide adequate support for their specific needs.

The School reserves the right to limit the number of boys with SEND in each year group, to enable their needs to be met. Therefore, any known SEND must be declared and disclosed at registration, and all previous educational psychologist or other professional reports, including medical reports, submitted to the School. Parents are also required to disclose any reports pending from specialist assessments.

The School aims to provide, to the best of its ability, an appropriate setting to meet the needs of boys with SEN. The School will not treat disabled pupils less favourably, and will take reasonable steps to avoid putting disabled pupils at substantial disadvantage in matters of admission and education. A three-year accessibility plan is in place and updated annually by the Deputy Head (Academic).

For boys with EHC (i.e. education, health and care) plans, the School will co-operate with interested agencies and comply with the relevant National Code of Practices to ensure appropriate support and provision for boys with EHC plans.

A list of all boys with SEN is kept on file and regularly updated, in addition to being reviewed annually by the SENCO. Only boys with a formal diagnosis of a special educational need, made by an appropriately qualified professional, are included on the SEN register. A copy of the SEN register and individual remediation guidance is available to all staff through the shared common drive.

SEN screening

Prior to starting in Reception, boys are assessed for underlying abilities by the Head of Pre-Prep in consultation with the nursery provider, as appropriate. SEN screening at WCCS is overseen by the SENCO at other points of entry and when necessary because the School may need to make reasonable adjustments to accommodate a boy's special education needs, or where concerns have been raised by staff, parents or the boy over a period of time.

As part of the screening process, the SENCO may suggest that parents organise for the boy in question to visit an educational psychologist, clinical psychiatrist or other qualified assessor to gain a more in-depth assessment of their son's needs. Screening may include tests of auditory and visual memory, perceptual awareness, sequencing ability, creative writing, spelling and basic maths, fine and gross motor control skills. The Head Master, Head of Pre-Prep and Director of Studies are informed of these results. If the results of the SEN screening are borderline, or inconclusive, the boy is kept under review and re-screened the following year.

Monitoring Learning Need

In addition to the SEN register for boys who have a formal diagnosis of a Specific Learning Difficulty the School also keeps a Monitoring Register. This document includes both SEN boys ***and*** those who may need some form of additional help or support, but who do not have a formal diagnosis of SEN. The purpose of the Monitoring Register is to ensure that all staff are aware of all the boys who may need some form of additional support and assistance, and to signpost to those strategies that may best be used to help them.

ADD/ ADHD and ASD

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) and Autistic Spectrum Disorder (ASD) are both medical diagnoses made (and if necessary treated) by a qualified psychiatrist. The School recognizes these diagnoses when they have:

a) been made or reviewed within the past two years; and
b) when WCCS (or the boy's previous education provider) has been involved in the diagnosis through provision of information to the psychiatrist. The school believes that the effective triangulation of information contributing to an ADD/ADSD or an ASD diagnosis is always in the best interest of the boy involved, and is a significant factor in safeguarding his wellbeing. The School recommends that ADD/ADHD and ASD diagnoses are reviewed by a qualified medical practitioner every two years.

Assistance for boys with SEN

Parents are informed and offered guidance and advice as to how to deal with any special need. Once a particular special educational need has been formally identified and a report/assessment submitted to the School, the following procedure begins:

- an initial meeting occurs between the parents and the SENCO, to discuss future action;
- parents can speak to the SENCO or Head of Pre-Prep at parents' meetings;
- an Individual Educational Plan (IEP) is drawn up by the SENCO, in consultation with staff, parents and the boy, stating the boy's strengths and weaknesses, targets and objectives, plus teaching tips and strategies to help each individual; new IEPs may be presented and discussed at an appropriate meeting of staff; all IEPs are kept on file and are reviewed and updated at least annually after further consultation. The IEP includes recommendations from the boy's Education Psychologist or specialist professional.

Boys, teachers and parents are involved in the selection and monitoring of IEP targets. The boy, his parents and the learning support teacher set targets annually. They are reviewed periodically, but at least once annually. Shorter-term individual targets may also be set and reviewed within learning support lesson plans.

Once-weekly learning support tuition is suggested where appropriate. Individual learning support tuition may be arranged at School with the SENCO at the request of parents, dependent upon availability and the level of need. Paired or group lessons may also be offered. An additional charge will be made for learning support tuition and added to the School bill. Parents will receive a review of work covered every term in the School report, together with any further recommendations, whilst they may also contact the SENCO at any time with day-to-day concerns.

Laptop use

Where a pupil has a special educational need, disability or temporary medical need which may make laptop use beneficial, the School will consider laptop use as a reasonable adjustment or learning modification. Decisions will be made on an individual basis by the SENCO, in consultation with parents, relevant staff and, where appropriate, external professionals.

Laptop use may be agreed where one or more of the following apply:

- there is a specific recommendation by an educational psychologist, specialist teacher, occupational therapist, physiotherapist or other suitably qualified professional;
- the SENCO's assessment of the pupil's normal way of working indicates that laptop use may support access to learning, written output, independence or confidence; there is a temporary medical need, such as an injury affecting handwriting.

In most cases, pupils using a laptop in School will be expected to develop appropriate touch-typing skills. A typing speed of around 25 words per minute is normally expected before regular independent laptop use is introduced across lessons. However, this is not an absolute requirement where the SENCO judges that earlier, limited or supported laptop use is in the pupil's best interests. In such cases, the School may agree a phased arrangement, for example laptop use for selected subjects, prep, extended writing tasks or assessments, alongside a plan to improve typing speed.

The SENCO will agree the arrangements for laptop use, including:

- the subjects or tasks for which laptop use is appropriate;
- how work will be saved, printed, submitted or stored;

- expectations for sticking printed work into exercise books where required;
- review dates to check whether the arrangement is effective;
- any training or support needed to help the pupil use the laptop efficiently and responsibly.

Laptops used in School must be used only for agreed educational purposes. They must be on mute, run on battery power wherever possible, and must not contain games or non-educational media. Parents and pupils are required to sign the School Laptop User Agreement before regular laptop use begins.

Laptops in School examinations

- Boys' use may be allowed to use their laptop in School exams for those subjects where they normally use a laptop.
- The SENCO will submit a list of boys eligible for laptop use to the Head Master/Director of Studies in advance of the exams.
- Boys should ensure that they have a memory stick to enable the exam papers to be printed out immediately afterwards on a School printer.
- Laptop users must sit at the front of the room with their screens visible to the invigilator.

Extra time in School examinations

A maximum of 25% extra time in School exams (end of Michaelmas and Trinity terms) can only be accommodated after specific recommendation by an educational psychologist, or other appropriate medical professional, and discussion between parents and the SENCO/Director of Studies. The SENCO will submit a list of boys eligible for extra time to all staff in advance of the exams. Boys with extra time will sit their exams with the other boys in their form; extra time will be given either before or after the other boys complete the exam, at the discretion of the Director of Studies.

Exam modifications for ISEB exams

For ISEB exams (Common Entrance Pre-Test, Year 6 or Common Entrance, Year 8) it is the responsibility of parents to apply directly to senior schools for extra time or for permission to use a laptop in ISEB exams. Prior permission from the senior school, for which the boy will be sitting an ISEB test, must be obtained by parents before either concession can be granted by the School. (It should be noted that the senior school usually requires supporting evidence from a qualified professional, which usually needs to be less than twenty-four months old.)

Other exam concessions

As a general principle, and following JCQ (Joint Council on Qualifications) guidance, the final authority for determining exam concessions, rests with an exam centre. Occasionally external professionals, such as Educational Psychologist or Child Psychiatrist, may suggest other concessions, such as a scribe, reader, voice-activated typing software, rest-breaks, a separate room for exams or additional extra time, but WCCS is able to offer only 25% extra time and laptop use.

Assistance for bilingual boys / boys with EAL (English as an Additional Language)

The School recognises that the benefits of bilingualism and multilingualism, and considers bilingualism to be a strength rather than a learning difficulty.

At the point of entry, the school requests information from parents about their son's exposure to and competence in languages other than English. The school keeps a record of pupils' skills in languages other than English. If, after a term at the school, teachers judge that a boy's

proficiency in English is not fully age-appropriate and may have an adverse impact on his learning, he is, considered to have EAL (English as an Additional Language).

Registers of EAL pupils are kept by the school and the progress progress of EAL pupils is monitored through the usual academic progress tracking systems.Staff are made aware of EAL pupils' needs and effective strategies to support them.

All boys whose mother tongue is not English are recommended to have an electronic bilingual dictionary/translator to use in class, for prep and for exams in science and maths (and also French if this is not their home language).

Where the impact of EAL is significant, the following support may be offered:

- weekly learning support tuition within a group, specifically taught to boost reading fluency, comprehension and vocabulary;
- advice and guidance to parents to help boost the English language at home;
- feedback to parents on weak areas identified in School reports;
- discussion of progress and future recommendations with parents at parents' meetings.

General provision for SEN boys by all academic staff

- Through the induction process and INSET training, teachers are made aware of and trained in recognising signs of SEN, and all new staff are familiarised with the SEN policy.
- Yearly plans and schemes of work include specific information about differentiation.
- The School is committed to collaborating and communicating with parents about SEN.
- Boys with SEN have equal access to all areas of the curriculum and are taught fully within their class sets, with the exception of weekly specialist one-to-one or small group teaching.
- IEPs are reviewed by the SENCO and relevant teachers at least annually.
- The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to boys with SEND. Provision includes improving access as far as is reasonable through physical changes to the building and by providing extra resources.

Links with senior schools

The School places great emphasis on the procedure resulting in the correct choice of senior school for boys to move on to at the end of Year 8:

- the SENCO can make contact with the receiving school to discuss the boy's individual needs, with the prior permission of the parents;
- support for parents in the choice of the next school and in preparing for transfer is offered by the Head Master and the SENCO;
- transfer of information is arranged with the parents' consent and includes the SEN file and the boy's last School report.

Complaints

Any concerns or complaints about the School's provision for a boy with SEN should normally be addressed in the first instance to the SENCO. The SENCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Head Master. Where necessary the School's complaints procedure will be followed.

APPENDIX 1:
Information sheet for parents

Boys with Special Educational Needs and Exam Modifications

This information sheet is intended for parents of boys at WCCS who have been identified as having a special education need (SEN). It sets out the School's position on boys' eligibility for 25% extra time and other exam modifications:

a) for internal School exams (Michaelmas and Trinity exams);
b) for external exams, set either by ISEB (the Common Pre-Test in Year 6 and Common Entrance in Year 8) or by individual senior schools.

This information is intended particularly to support parents of boys with SEN through the process of applications to senior schools, and in making the decision as to whether to request exam modifications for their son.

Categories of SEN

Special Educational Needs are generally divided into four broad categories:

- **Cognition and Learning Needs** - often defined as a Specific Learning Difficulty (SpLD) such as Dyslexia, and characterised by features such as slow speed of processing or weak phonic awareness;
- **Communication and Interaction Needs** (including Social Communication needs) – often diagnosed as ASD (Autistic Spectrum Disorders) or characterised as SLCN (Speech, Language and Communication Needs);
- **Sensory and Physical Needs -** including hearing and visual impairments, or physical disabilities both temporary and permanent;
- **Social, Emotional and Mental Health Needs (SEMH)** – children diagnosed as having ADHD/ADD (Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder) are included within this category.

It is worth noting that some children with SEN may have co-occurring difficulties from more than one of these categories of need.

Every year, guidance on SEN pupils' eligibility for extra time in exams is updated by the Joint Council for Qualifications (JCQ). Many public examinations are covered by this guidance, including GCSE and A-Level. However, others, such as ISEB examinations, and selection procedures for independent schools are **not necessarily** bound by the JCQ guidance.

Cognition and Learning Difficulties

The JCQ guidelines on exam modifications for children with cognition and learning difficulties are clear cut. **To be eligible for 25% extra time** candidates must now be assessed by a 'qualified assessor' ***within the two years prior to the exam*** as having:

- two below-average standardised scores of 84 or less;

or

- one below-average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working as below:

- speed of reading and speed of writing;

or

- speed of reading and cognitive processing;

or

- speed of writing and cognitive processing;

or

- two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

An assessment of mathematical processing may be used as one of the two required measures for 25% extra time in Mathematics examinations only. The mathematical processing score must be below average. An assessment of mathematical processing cannot contribute to the evidence for 25% extra time in examinations other than Mathematics.

At WCCS, boys who have a current assessment of **Cognition and Learning Difficulties** are included in the School's Special Educational Needs Register, which details their Specific Learning Difficulty and the evidence on which the difficulty has been assessed.

Exam Modifications for Other Categories of SEN
Boys who have a formal medical diagnosis of Communication and Interaction Needs, Sensory or Physical Needs or SEMH needs are also included in the School's Special Needs Register.

However, these categories of need do not automatically entitle a pupil to exam modifications. Instead, the School, in consultation with parents, must make a judgement on whether the boy's learning needs have 'a substantial and long-term adverse effect, giving rise to persistent and significant difficulties'. Any exam modifications that are agreed upon should also reflect the pupil's 'normal way of working'. For some pupils, therefore, a diagnosis of ADD/ADHD may **not** justify exam modifications, while for others it may, depending the precise way in which the pupil's SEN manifests itself.

The JCQ guidance states:
Although a specialist, e.g. a medical consultant, may recommend specific access arrangements, it is the SENCO who must determine the arrangements for the candidate's examinations. It is the SENCO's professional judgement which is based on their knowledge of the candidate's disability, the candidate's normal way of working in timed assessments and comments and observations from teaching staff.

At WCCS these professional judgements are made collaboratively by the SENCO and Director of Studies, in consultation with parents.

<u>Key Points for WCCS Parents</u>
Parents are asked to bear in mind the following key points when they consider whether to request exam modifications for their son:

- Except in the case of temporary or permanent physical disabilities, the only exam modifications that can be offered at WCCS are 25% additional time **or** use of a laptop (not both, in line with standard JCQ guidance). Generally speaking, the exam modification that

is granted in the great majority of cases is 25% additional time. Use of a laptop for word processing by boys for both classwork and exams is governed by a strict set of conditions (see SEN Policy).

- A 'qualified assessor' for **Cognition and Learning Needs** is an educational psychologist or other appropriately trained professional who provides a written report commissioned by parents, based on assessment of a child using a selection of recognised standardised tests. The School can signpost parents who have concerns about their son to a qualified assessor; JCQ recommends as best practice that schools work regularly with specific assessors who know the school's individual context and liaise with the school when making judgements about a child, using feedback from the child's teachers in addition to assessment data.

- The Independent Schools Examination Board (ISEB) is not bound by the JCQ guidance, but the independent senior schools to which many of our boys progress **are** bound by that guidance at the point at which pupils sit public exams (e.g. GCSE and A Level). For this reason, some senior schools now require that only boys who meet the strict JCQ criteria for Cognition and Learning Difficulties should be given extra time in the ISEB exams for which we present candidates – i.e. the Common Pre-Test (Year 6) and Common Entrance (Year 8).

- When applying for senior schools, the ISEB stipulates that the responsibility for declaring a Special Educational Need, and providing evidence for it, rests with parents. Most senior schools then approach WCCS to request confirmation of a boy's SEN status and details of his normal way of working at WCCS.

- Parents should also be aware that senior schools are under no obligation to accept any exam or other modifications that have been agreed and made for boys with Special Education Needs at WCCS.

- The Common Pre-Test (taken in the November of Year 6) is a web-based examination, taken on a computer. Many senior schools do **not** therefore consider speed of writing to be a relevant criterion for the award of extra time in this specific test.

- Different senior schools may also interpret evidence of SEN differently, and while one school may allow extra time as part of the Senior Schools application process, another may not. In this instance, parents will be required to decide which school's eligibility criteria to accept for exams such as the Common Pre-Test or Common Entrance, the results of which may be considered by a number of schools.