



## SEN and Learning Difficulties Policy

CHARTERHOUSE



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### INTRODUCTION

This policy describes the aims, policies and procedures of the Educational Support Department at Charterhouse. It is written with reference to the Special Educational Needs and Disability (SEND) Code of Practice (2014), Equality and Human Rights Commission guidance, the Equality Act (2010) and the Independent Schools' Inspectorate (ISI) *Regulatory Compliance Inspection Framework – Handbook (February 2016)*, and should be read in conjunction with the School's policies on Admissions, Disability, Equal opportunities, Anti-bullying and EAL.

Charterhouse aims to be an academically-focused all-round school and welcomes all boys and girls who will make the most of the opportunities we offer. The School seeks to ensure that every pupil will experience a happy and successful school career which will help him or her develop the requisite skills to become a confident, well-educated and mature adult, well equipped for life beyond school.

For the purposes of this document, references to pupils relates to any pupil in the School, whether sitting (I)GCSE, Pre-U, A Level or the IB Diploma Programme.

### AIMS

The aims of the Educational Support Department at Charterhouse are in line with those of the School; we aim to develop independent learning and stimulate intellectual curiosity.

Our goal is to:

- Recognise and support the needs of pupils with special educational needs, disabilities and learning difficulties.
- Manage and provide for these pupils using a “whole-school” approach which considers the “whole child”.
- Enhance pupils' self-esteem and motivation to help them achieve their goals.
- To provide all staff with support and advice to enable them to fulfil their responsibilities for the progress and development of these pupils in their care.
- Work within the guidance provided by the SEND Code of Practice 2014.

In every case we aim to encourage in a pupil the ability and confidence to take responsibility for his or her own learning. The School applies a graduated approach towards support and specialist provision is arranged on an individual basis.



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The School takes seriously the requirements in the SEND Code of Practice that:

- “Teachers are responsible and accountable for the progress and development of the pupils in their class”, and that
- “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN”.

The majority of pupils who arrive at Charterhouse with an existing diagnosis have one of ‘mild’ specific learning difficulties. In most cases subject teachers will be able to meet the needs of these individuals within the classroom context.

The Educational Support Department is staffed by the School's Special Educational Needs Coordinator (Head of Educational Support), who has the requisite specialist experience and qualifications. She is supported in continued professional development activities such as undertaking further qualifications and attending conferences and other training to ensure continued familiarity with current developments.

The Equality Act places an obligation on all schools not to discriminate against pupils or prospective pupils on grounds of disability. Where a disability is identified we will make reasonable adjustments, where practicable, to avoid discrimination. These may include ways of helping a disabled pupil to access the teaching curriculum in class, in activities outside class, and during the production of individual work, as well as via examination access arrangements.

### **LEARNING DIFFICULTIES DEFINED**

A child is defined as having a *learning difficulty* if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

### **SPECIAL EDUCATIONAL NEEDS (SEN) DEFINED**

A child is defined as having SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*Special educational provision* is educational training or provision that is *additional to or different from* that which is generally available to others of the same age.

### **DISABILITY DEFINED**

A child has a disability if he or she has a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.



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Four broad areas of need are defined:

- *Communication and Interaction* needs: speech, language and communication needs, including autistic spectrum disorder (ASD).
- *Cognition and Learning* needs; including specific learning difficulties (SpLD) such as dyslexia and dyspraxia.
- *Social, emotional and mental health* difficulties.
- *Sensory and /or Physical* needs; including visual or hearing impairment.

It is important to be aware that a pupil with a specific learning difficulty, medical diagnosis, sensory impairment or disability does not necessarily have SEN status. Similarly, not all pupils who have a learning difficulty or SEN are disabled.

### **SEN, LEARNING DIFFICULTIES AND DISABILITY IN THE CONTEXT OF CHARTERHOUSE**

In the context of Charterhouse, pupils defined as having learning difficulties will fall into the four broad areas of need. They may be:

- pupils who are known, or suspected, to be on the Autistic Spectrum, which may affect their ability to communicate and socialise effectively.
- pupils with speech and language difficulties which affect their ability to use language efficiently.
- pupils who have specific or general difficulties in one or more areas of the curriculum. This would include pupils who have been diagnosed as suffering from dyslexia, dyspraxia and ADD/ADHD.
- pupils who have visual, auditory or physical impairments which affect their capacity to learn.
- pupils suffering emotional or psychological difficulties, or presenting with specific behaviour problems.
- pupils with Statements or an education, health and care plan.

The pupils who fall into the last category are, in the main, supported through the pastoral systems in place at the School, under the authority of the Deputy Head (Pastoral). This system includes a wide range of members of staff such as: Housemaster and Deputy Housemaster, Matron, Tutor, School



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Counsellors, School Health Centre and Peer support. Nevertheless, the learning difficulties identified in the categories above are frequently associated with (and may indeed generate) emotional and behavioural problems.

### **ADMISSIONS**

All prospective entrants will follow the standard Charterhouse admission procedures. Entrance into the School is dependent on each prospective pupil meeting the School's entrance criteria, usually through achieving the required standard in the Common Entrance or Scholarship Examination (at 13+) or the Sixth Form Entry Examination (at 16+). Wider factors, such as temperament, personal skills and interests will also be taken into consideration, to ensure individual pupils are likely to thrive at the School.

Pupils with SEND and/or learning difficulties are admitted to the school if they meet the required criteria in line with our Admissions Policy. Entrants must be able to fully access the academic curriculum, with a reasonable amount of additional support (including reasonable adjustments under the Equality Act where appropriate) where necessary. It is important that entrants can be successful and happy at the school.

Each pupil with SEND or learning difficulty is considered for admission on an individual basis. They will require special consideration and where appropriate, adjustments may need to be put in place. In addition to making the School aware of any adjustments that may be necessary for the prospective pupil to sit the entrance exam, parents are positively encouraged to discuss their child's needs, and request a face-to-face meeting, with the Head of Educational Support to fully understand the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a pupil at the School.

Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for adjustments for the entrance examination, for example, for large print material, extra time, use of laptops or other special arrangements.

We also ask parents to facilitate communication with the pupil's existing school's Special Educational Needs Coordinator. Details of this process are contained in the Prospective Pupil Booklet. This supports a more coordinated transition from prep school.

### **SCREENING ON ENTRY**

All our pupils are screened on entry to the School using a very wide range of tests. The results provide the information necessary to form a full picture of a pupil's needs both independently and relatively to other pupils, on which we can confidently base decisions about intervention, support and allowances at Charterhouse.



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### IDENTIFICATION

Pupils may enter the school with identified SEND and/or learning difficulty, but others may also be identified post entry through the School's monitoring systems or referral due to lack of reasonable progress. Wider factors e.g.: attendance, motivation are also taken into account to ensure that difficulties are correctly identified and supported.

### TRACKING AND MONITORING

Pupils with SEND and/or a learning difficulty are monitored by the Head of Educational Support using the School-wide Calling Over and Attainment & Effort grade system in conjunction with regular meetings with the Master of the Under School, Masters of Specialists and Head of English. Where a pupil is not making adequate progress, appropriate intervention and support will be discussed.

The Code of Practice states that lack of progress may manifest itself in the following ways:

Progress which:

- "is significantly slower than that of their peers starting from the same baseline."
- "fails to match or better the child's previous rate of progress."
- "fails to close the attainment gap between the child and their peers."
- "widens the attainment gap."

Teachers are able to refer pupils of concern at any time.

In addition to departmental observation practices, the Head of Educational Support also observes lessons, in order to review teaching strategies and pupil engagement. Follow up discussions are held to review teaching strategies and adjustments.

Teachers are expected to annotate their mark books with relevant information on pupils with SEND and/or learning difficulties.

### REFERRAL SYSTEM

We operate a referral system to ensure that concerns raised by teachers, parents and sometimes the individual themselves, are channelled directly to the Educational Support Department. We can be contacted directly at [Educationalsupport@charterhouse.org.uk](mailto:Educationalsupport@charterhouse.org.uk) . A daily drop-in clinic is available every weekday if pupils have immediate concerns they wish to raise.

### GRADUATED SUPPORT

The first step to responding to pupils who have or may have SEN is the provision of high quality teaching, appropriately differentiated for individual pupils. Much of this will be achievable within the



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classroom environment through such things as teacher awareness achieved by training, differentiated tasks and the use of ICT and other electronic aids.

Pupils who are identified as making less than expected progress can be raised as a concern at a number of monitoring meetings which take place after each reporting cycle (e.g.: departmental, Educational Support). This information is gathered and reviewed by the Head of Educational Support. Careful consideration of each individual case, together with further evidence-gathering from other staff who have contact with that pupil, then allows a decision to be taken as to whether further action is required. Lack of progress may not be related to a special educational need. A pupil who finds a particular subject difficult may not necessarily have a "learning difficulty"; there will also often be differences in the underlying abilities of pupils, as well as their speed of working/learning.

Further support may involve either/both targeted or specialist measures. See Appendix 1: Graduated support. In general, most pupils with a specific learning difficulty, sensory impairment or disability will be supported through the educational provision generally available at School and not require specialist intervention. If 1:1 advice or support is required, it is arranged as follows:

- Fourths: sessions are arranged in the pupil's free time (break or afternoons where other commitments do not take precedence).
- Removes: in the pupil's free time or in the bi-weekly private study periods.
- Fifths: in the pupil's free time or their weekly private study periods.
- Specialists: in the pupil's private study periods.

Progress is reviewed at every reporting cycle and pupils added or removed as appropriate. This decision is taken by the Head of Educational Support, in conjunction with the Masters of the Under School and Specialists. Individual Education plans record the progress and support for any pupils with significant learning disabilities or difficulties and seek to ensure that their admissions disciplines and other procedures taken account of pupils needs.

All teachers are well supported in meeting pupils' individual needs and any information held on pupils is disseminated in summarised form, with guidance, to all teachers via the pupil database. The aim is to provide the necessary amount of intervention and promote awareness of this amongst staff. Pupils with special educational requirements who are deemed eligible for access arrangements in public examinations will also receive said arrangements, where practicable, in internal examinations.

The Head of Educational Support liaises regularly with all teachers, Master of the Under School, Masters of the Specialists, Housemasters, Tutors, Matrons, Health Centre, as well as the Deputy Headmasters Academic and Pastoral.



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### **TRAINING**

The School trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils).

Teachers receive training in differentiation, adapting the learning environment and/or using teaching strategies to help individuals to learn effectively. They are informed about the Code of Practice and their responsibilities, and made aware of material changes as they occur. The Head of Educational Support liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The Head of Educational Support has an important role in ensuring consistency of approach by all teachers.

Teachers new to the School receive SEND training as part of their initial induction. Strategies for support within the classroom context are also discussed, as well as guidance around exam concessions.

The Masters' Book and Departmental Handbooks also remind the teachers of their responsibilities for pupils with SEND. In addition, the Educational Support pages on the Intranet provide information for teachers on a wide range of learning differences plus practical suggestions on how to support learning differences in class.

The Head of Educational Support supports all teachers, housemasters and tutors in being aware of and proactively catering for the needs of these pupils.

### **INTERNAL AND EXTERNAL EXAMINATIONS**

The Educational Support Department and Examinations Office work jointly to ensure that the needs of all pupils eligible for access arrangements are met in both internal and external examinations. The Head of Educational Support ensures that details of access arrangements granted, in line with the relevant examination board regulations, are added to the pupil database in a timely manner. The Examinations Office uses this information for examination planning purposes.

### **ACCESS ARRANGEMENTS**

The key responsibilities of schools and examination boards in making decisions about access arrangements (such as extra time) in public examinations are to ensure that no child is unnecessarily disadvantaged in an examination by a disability or learning difficulty, but also to ensure that unfair advantage is not given by the award of a concession. Schools must consider the individual needs of pupils, but also their responsibilities as examining centres in maintaining fairness.

Final decisions about examination concessions for internal and public examination rest with the School, in its capacity as an Examination Centre. Parents can help the process by providing information, but the School obviously has to avoid situations in which parents' actions might be interpreted as being in pursuit of unfair advantage for their children in a public examination. Thus, whilst we welcome information and will request whatever we need from parents in order to make a



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fair decision, the access arrangement decision itself cannot be made in discussion with parents. The School will communicate to parents the detail of decisions.

It should be noted that the recommendation of an access arrangement by an Educational Psychologist or other professional external to a school, is not in itself a criterion for the award of most concessions, and is not enough in itself to support a school in awarding concessions. The regulations do not require that we place any priority in access arrangement decisions on recommendations made by external assessors who are not working with the School. We will read any such reports with interest, and keep them on file, but we cannot act on their access arrangement recommendations in the absence of evidence of need from School sources, and it is rarely necessary to commission such a report where evidence of need exists.

When we make an application for an access arrangement for a pupil, we are agreeing that the evidence the School holds complies with the current relevant regulations. Failure to comply with the regulations will be considered as (at best) centre maladministration, which may result in disqualification from the examination for the pupil. The Common Entrance board (ISEB) does advise prep schools to follow the regulations governing (I)GCSEs and A Levels in their decisions about access arrangements for Common Entrance, but this is not compulsory, and some do choose instead simply to follow the recommendations of external assessors. For this reason it will be clear that, once a pupil has arrived at Charterhouse, the School will quite often not be able to continue access arrangements that applied at Common Entrance. Instead the School simply reassesses all pupils through screening and evidence-gathering. The regulations requires the School to reassess all new pupils anyway.

Information on pupils with access arrangements is available to all teaching staff on the School's database.

### **LINKS WITH OTHER BODIES AND PROFESSIONALS**

The Head of Educational Support, together with teachers and other relevant members of staff, works regularly with independent Educational Psychologists and Occupational Therapists, as well as closely with the School's nominated Educational Psychologist where required.

Collaboration and cooperation is sought and encouraged across all multi-agency provision to ensure it meets the needs of the pupil. This includes fostering links with other schools, professionals and external agencies, including Local Authority where relevant.

The Head of Educational Support holds membership of PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties) and is part of the Rugby Group consortium SENCo group.



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### **WORD PROCESSORS**

The Head of Educational Support is able, depending on need, to allow pupils to use a word processor or tablet in lessons and/or a word processor in examinations. See Word Processor Policy for details.

### **CHARGES**

Should a pupil need support, which is deemed reasonable, from the Educational Support Department, the cost will be met by the School.

The full cost of an Educational Psychologist's assessment and report, if deemed necessary, is paid by the parents of the pupil in question.

Should a pupil require any adjustments (including auxiliary aids or specialist equipment in the classroom), the School will meet the costs where reasonable. If appropriate, parents may provide other adjustments, including auxiliary aids and services themselves, although this should be done in conjunction with the Head of Educational Support.

### **PHYSICAL ACCESSIBILITY**

We recognise that some children with special educational needs and learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Charterhouse's Accessibility Plan and Disability Policy from the School.

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

See separate policy on English as an Additional Language.

Charterhouse aims to be an academically focused all-round school and pupils entering the School will require a good level of English in order to succeed. Charterhouse has provision for the teaching and learning of English as an Additional Language ("EAL") pupils to ensure they are able to access the curriculum fully. Charterhouse teachers will monitor EAL pupils in the classroom, but where it is determined additional support is needed, this can be provided in the form of extra one-to-one or small group lessons.

Pupils who enter the School in the Specialists from countries where English is not the first language receive guidance on and provision for English qualifications required for entry to UK universities.

Charterhouse recognises that some pupils with EAL may also have a special educational need or learning difficulty. The School is committed to enabling all of its pupils to fulfil their potential. See EAL Policy for details.



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### **RESPONSIBILITIES**

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 Head of Educational Support, other pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns.

Whilst the Head of Educational Support at Charterhouse will apply her best endeavours to assist pupils to whom the School offers particular support, the School does not guarantee particular results or outcomes.

Parents will always be consulted closely, where practicable, over significant learning support issues affecting their child. However, it must be accepted that the Head of Educational Support is entitled to decide, with consideration, that a pupil is no longer in need of specialist assistance.

### **SCHOOL BEHAVIOUR AND DISCIPLINE**

Charterhouse takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The School's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not receive less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting one another and behaving towards one another with courtesy and consideration.

The School's behaviour policies/School rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexually-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.

### **DEALING WITH COMPLAINTS**

The School naturally hopes that a parent will not feel that they have cause to complain. However, should the need arise, any issues or concerns regarding SEN provision should be referred to the Head of Educational Support in the first instance. Any unresolved issue will be addressed by the Deputy Headmaster (Academic) and then the Headmaster. Please refer to the School's Complaints Policy.



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### ALTERNATIVE ARRANGEMENTS

The School reserves the right to review cases of pupils with SEND who, despite all reasonable adjustments and supporting strategies being applied, do not appear to be flourishing in the educational environment provided by Charterhouse:

- the pupil is in need of a formal assessment, remedial teaching, learning support or medication which the parents are unhappy to consent to;
- the parents have not shared information with the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties and/or admission of that pupil;
- the pupil's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange;
- the pupil has Special Educational Needs that make it unlikely he will benefit sufficiently from the mainstream education and facilities which the School provides.

This may result in the School asking or requesting that the pupil be removed from the School. In these circumstances, the School will work with the parents to suggest suitable alternatives that will offer the levels of support required.



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### APPENDIX 1 - GRADUATED SUPPORT

#### School wide support

Fourth Form and First Year Specialists baseline testing.  
Fourth Form entry screening.  
High quality differentiated teaching with academic setting.  
Teachers aware of and support individual needs with learning and organisational adjustments in the classroom.  
School-wide academic attainment and effort monitored. Progress reported to parents through reporting systems and Parent/Tutor/Teacher briefings.  
Study skills provision through external providers and tutorials.

#### Targeted support

Targeted First Year Specialists screening.  
Pupils causing concern discussed in department and tutor meetings and and/or monitoring meetings with Head of Educational Support.  
Individual concerns raised by any member of staff directly with Head of Educational Support.  
Departmental support: 1:1 subject support with individual subject teachers; revision clinics.  
Peer mentor support: School-wide academic and pastoral peer mentoring programmes.  
Targeted peer support for individuals.  
Counselling support from School counsellors.  
Satis review through Masters of Under School and Specialists.  
Supervised Private Study periods for Specialists.  
Supervised homework in House.  
Daily drop-in support in Educational Support Department.  
Targeted 1:1 support in Educational Support Department.  
Further assessment by Head of Educational Support for pupils with identified and/or suspected special needs, learning difficulties or disability.  
Liaison with Matrons and Health Centre regarding individual pupils.  
Referral to outside agencies where needed.  
EAL provision for identified pupils.  
Individual Education Plans

#### Specialist support

Additional, individual, 1:1 provision and support.  
Liaison and collaboration with other agencies and specialists.  
Access arrangements support for eligible pupils.  
Management of pupils with EHC plans.