



Special Educational Needs and Disabilities (SEND) Policy Documentation for Regulatory Compliance: 3b

General Principles of Provision for Students with SEND to Trinity

The School's key objective is to reduce and, where possible, eliminate barriers to accessing the curriculum and participation for all members of the Trinity School community.

The School has a Head of Learning Support who is available every day to teach pupils on an individual basis and aims to allocate the periods to fit around the pupils' curriculum timetables in order to cause the minimum of disruption. In order to give additional help on a regular basis, the Headmaster is in agreement that students may be withdrawn from lessons. This will only be done, however, with the consent of parents, and the Head of Learning Support will ensure that different lessons are missed. Where possible, additional sessions are held before school and during lunch breaks. Sixth Form students are able to have extra help during their non-contact periods.

We work closely with the child, class teachers, tutor and parents to help him or her overcome the barriers that his or her difficulty present. A Sixth Form Academic Mentor is also available to help give both academic and emotional support. This support is organised through the Sixth Form Management Team.

Though we are not always able to offer individual support to students who have no SEND, Study Skills programmes are held for every year group, every week. This is to acknowledge that students often have global learning difficulties and need help with organisation, time management, revision skills, motivation and being able to identify their own learning styles and existing skills in order to harness these effectively. Similarly, spelling clubs include students with SEND and those who do not.

Support may be offered to address a short-term problem such as exam technique, or may be on going for those students compensating for cognitive deficits which are impacting upon their learning.

The Learning Support Department places a great deal of emphasis on the students' self-esteem and self-confidence. Acknowledgement of, and respect for, the intelligence and ingenuity of those students finding compensatory strategies for SEND and gaining access to a selective school despite atypical learning profiles is completely understood and valued by all staff.

A close and purposeful relationship between the Learning Support Department and parents is also encouraged. Parents will always be informed if a student is receiving extra help, and meetings with the specialist teachers are encouraged and held regularly. Members of the Learning Support Department regularly attend networking and professional development events with SENCOs in the local area.

SEND Inclusion Statement

Trinity School is committed to meeting the individual needs of pupils, ensuring that every student has equal access to the curriculum.

- The Learning Support at Trinity School exists to help all pupils, regardless of their own specific learning difficulty, to achieve their learning potential. In order to do so, they must have complete access to the curriculum. This can be achieved by individual specialist help *and* differentiation (as advised by the Head of Learning Support) within lessons.
- INSET sessions are held regularly by the SENCO on ensuring that inclusive practice happens at the classroom level and teachers are aware of the differing needs of individual students and how to adapt the curriculum accordingly.
- All staff are aware through the IEP (Individual Education Plan) of the needs of each student in their care, and no child will be discriminated against in any area of school life on the basis of his or her emotional needs or learning difficulty. Furthermore, students themselves, as well as their parents, are involved in the production of the IEP and the planning and provision which is to help them with their learning difficulty.

Learning difficulties in the context of Trinity School

The learning difficulties at the school include students with dyslexia, developmental co-ordination disorder, ADHD, (Attention Deficit Hyperactivity Disorder), ASD (Autistic Spectrum Disorder), and profound deafness, though this list is not exhaustive.

A child is defined as having a learning difficulty if he or she has significantly greater difficulty in learning than the majority of pupils the same age or if he or she has a disability preventing or hindering him or her from making use of educational facilities of a kind generally provided for children of the same age.

Legislative Compliance

Trinity has a whole school approach to meet individual student needs with reference to the following guidance:

- *SEN and Disability Code of Practice, 0-25 years* January 2015. The SEND Code of practice is underpinned by 'a focus on inclusive practice and removing barriers to learning' (1.2 p.20).
- *Equality Act 2010*.
- *ISI -The Education (Independent School Standards) Regulations 2019* with reference to Part 1 - Paragraph 3a which states teaching "enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught"

Admission of Students with existing SEND to Trinity

No pupil will be refused admission to school on the basis of his or her Special Educational Needs. In line with the *Equalities Act 2010* and the School's [Admission Policy](#), we will take reasonable steps to provide effective educational provision.

A pupil with an existing SEND (Special Educational Need or Disability) and an EP (Educational Psychologist's Report) will submit copies of this as part of the admissions process. Any active Individualised Education Plans or other relevant documentation should also be provided. The Head of Learning Support will then review these documents and the school will consult with the parents on the access arrangements to be made available in the entrance examination. This can include additional time, the use of a lap top, a scribe or reader. Papers may also need to be modified.

Admission is based on the results of the entrance examinations, but all SEND students will be given all reasonable adjustments.

When a pupil with SEND arrives at the School, the Head of Learning Support will liaise with parents, before meeting the student and then produce an IEP for the teaching staff. The IEP will therefore be reflective of an agreement between the parents, the student and the specialist teacher of how best these needs can be met. Each IEP is reviewed periodically, with existing targets reviewed and additional targets added, if the need arises. Parents will be informed of material covered in support lessons, where provided, and involved in changes made to the IEP.

Identifying students with SEND

At the beginning of the academic year, the LUCID testing system assesses the processing ability of all Junior, First, Third and Lower Sixth Year students. Following these tests, the Head of Learning Support will talk again to parents, advising as to whether further, supplemental tests are required. Parents are also advised that, though preliminary testing may suggest a need for access arrangements to be awarded in exams, there is never an absolute guarantee that a report by the specialist teacher will reach the same conclusion as test results and

student performance can fluctuate. For access arrangements to be awarded, scores for testing need to be appropriate along with a significant and persistent History of Need.

All teachers are made aware of warning signs to look for which may be indicative of a specific learning difficulty – such as a discrepancy between oral and written ability. The policy then is for the class teacher to speak to the Form tutor, who will establish whether there are difficulties in the other subject areas. In order to ensure that this process meets the JCQ requirement for presenting evidence of a significant History of Need, teachers are asked to provide evidence on the form in Appendix B. These findings will then be discussed with the Head of Year. At this point, the Head of Year will talk to the Head of Learning Support to decide whether further action is necessary. If this is deemed to be the case, the Head of Learning Support will contact parents to discuss the concerns before carrying out preliminary testing. Currently, the School uses tests such as 'TOWRE2', 'CTOPP2', 'WRAT 4', 'Wordchains', 'NARA II', 'The Adult Reading Test', 'Dash' handwriting analysis and the 'Diagnostic Reading Analysis'.

Based on the findings of all the testing, a programme of support will then be put in place, outlined in the Individual Education Plan (IEP). This is an internal and 'living' document produced in consultation with parents or guardians, teachers and the student concerned. This document will evolve to meet the needs of the curriculum and subject teachers are encouraged to add subject-specific goals which can be supported through the Learning Support sessions.

The School is not in a position to diagnose Attention Deficit and / or Hyperactivity Disorder (ADHD). However, we will endeavour to support the creation of a full profiling of a child when such difficulties are expected. This may involve a screening assessment for ADHD administered within school to support a referral to an external agency for diagnosis.

Students suspected of having Autistic Spectrum Disorder (ASD) would have to be diagnosed via the NHS or a clinical psychology assessment.

Pupils with a Statement of their SEND or an Education, Health and Care Plan

The School welcomes and will make reasonable adjustments for all students with a Statement or EHCP. Those with an EHCP or Statement will have any additional provision or adjustments set on their IEP. The Head of Learning Support conducts an Annual Review of the EHCP or Statement in contact with the parents and any external agencies involved.

Exam Access Arrangements

The School has a policy of completing a Confirmation of Eligibility form for every student with a SEND. This form outlines the standardised scores relating to processing speed for reading, comprehension, cognitive processing and writing. The form therefore provides accessible evidence that the requirements for concessions such as extra time as outlined by JCQ have been met. The form also gives any medical reasons for access arrangements and details historical evidence of the candidate's way of working. These forms are completed along with Form 8, providing further evidence of the need for access arrangements. Significant emphasis

is placed on the History of Need¹ in this document. This History of Need would be collected over the course of a minimum of one full term. The Examinations Officer attends meetings on changes to access arrangements along with the Head of Learning Support. Access arrangements in exams will be awarded for internal and external assessments unless requirements are altered and the arrangements need to be withdrawn. In cases such as these, the School will discuss the matter with parents, explaining how the regulations have changed.

During internal exams, students entitled to extra time are monitored by the invigilator of that exam. They are asked to indicate on their paper when they began to use their extra time and the invigilator will make a note of how much extra time they used. This can then be used as evidence that the candidate has a history of need. The Head of Learning Support will keep a note of this evidence and copies of papers when necessary.

Use of a word processor is to prevent a student from being at a substantial disadvantage due to persistent and significant difficulties. During formal examinations, this facility is used when a disability presents a barrier to assessment. This provision should be considered and agreed at the start of the course, or at least, for a significant period before use in public examinations. A word processor will only be allowed if it is the candidate's normal way of working in the relevant subjects within the School. A word processor may not be required for every subject.

This requirement will have been established by teachers and the Head of Learning Support. This will only be allowed if it is appropriate to the needs of the candidate. This is evidenced in homework, in the classroom, in internal assessments, and in public examinations.

Laptops are provided for students by the School in exams but if a student requires a laptop on a daily basis in lessons, this has to be provided by the parents, who will be advised on safety, insurance and the practicalities of keeping notes filed and printed, as required by the subject teachers. Provision may be available for those on bursarial support.

Other exam arrangements may include having a live speaker, a separate room, a prompter, supervised rest breaks (within the examination room) and specific seating arrangements. In exceptional circumstances, the Wellbeing Room may be used by an examination candidate who has substantial difficulties established within the School. The Wellbeing Room is used for students who have a long-term medical condition or long-term social, mental or emotional need.

Additional details on current regulations and provision within examinations may be obtained from the Exams Officer.

Safeguarding SEND Students

The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse. This is in accordance with Trinity School's Safeguarding Policy which states that all children "*...have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.*"

¹ Appendix B outlines the information required as part of this History of Need

To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Special consideration and attention includes monitoring through the pastoral systems of the School: the tutor system, the sixth form mentors, the Head of Years and the Child Protection Officer. The School Counsellor is also available to support the child where this is deemed appropriate.

Author / Reviewer:	Mr A J Corstorphine (Deputy Head (Academic))
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Chairperson of Governor committee:	S Jetha
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APPENDIX A

Learning Support Department Roles and Responsibilities

Member of SMT with responsibility for SEND

Mr A Corstorphine, Deputy Head (Academic)

Head of Learning Support

Mrs S McDonald (AMBDA)

Learning Support Teachers

Dr M Gillett

Mrs R Doyle

Mrs S Rapoport

APPENDIX B

Referral process for testing for Access Arrangements

If staff have concerns about a student then the first point of contact is the **tutor**, who will then take it to the HoY for discussion with the Head of Learning Support. It is not acceptable to approach Head of Learning Support direct. This referral route (via tutor) works best in terms of ensuring that student needs are appropriately addressed.

It is this referral process which provides what JCQ need as a History of Need. Regardless of scores, unless a candidate can be shown to have ‘persistent and significant difficulties’ which teachers have been ‘fully involved in supporting’ as these difficulties impact on classroom performance, then the school’s application for extra time or similar concessions would not be considered valid. Class teachers would need to be able to respond to the following statements and this be used as evidence kept on file:

Part 1	Candidate’s name: <input type="text"/>
This section must be completed by the SENCo, or the assessor working within the centre, and given to the assessor before the candidate is assessed.	
Within this section you must paint a picture of the candidate’s needs - see section 7.6.1 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i>.	
For example, reference should be made to:	
<ul style="list-style-type: none">• the history of difficulties, for example, with the development of literacy skills;• the results of screening tests;• individual education/learning plans or support plans in place for the candidate;• school reports;• pupil tracking data;• information reported by subject teachers and/or support staff.	
If the candidate’s first language is not English, you must show that he/she has underlying difficulties in their first language. The candidate’s difficulties must not be due to their limited acquisition of the English language. Please record this information under Part 1 – ‘Any other relevant information’.	
Part 1 – answer the three key statements	
What is the candidate’s history of difficulties? <input type="text"/>	
What are the candidate’s current difficulties in the classroom, tests and examinations? <input type="text"/>	
What support and adjustments are in place for the candidate in the classroom, tests and examinations? <input type="text"/>	
Any other relevant information <input type="text"/>	

