

## **SEND Policy 2023-2024**

### **Moreton Hall Learning Support Department 2023-2024**

#### **Personnel**

##### **Moreton Hall Senior School and Sixth Form College**

Mrs Abi Plowden (Acting SENDCo)  
Director of Learning  
B.A.(Hons), P.G.C.E.

Mrs Gail McAndrew  
Learning Support Teacher  
BSc, P.G.C.E.

Ms Chloe Sheffield  
Head of Food  
BSc (Hons), P.G.C.E., OCR Level 5 Diploma in Teaching children with Specific Learning Difficulties

##### **Moreton Hall Prep**

Mrs Camilla Trant- SENDCo  
Head of Learning Support - Prep  
B.A (hons), P.G.C.E., OCR Level 5 Diploma in Teaching children with Specific Learning Difficulties

##### **First Steps Nursery**

Mrs Nicola Perry  
Overall Special Educational Needs Coordinator (SENCo) for (Early Years Foundation Stage)

Emma Eisa  
SENCo Caterpillars

Alyson Borthwick  
SENCo Butterflies

Alyson Borthwick  
SENCo Pre Prep





## Accommodation

### Teaching Rooms - Senior School and Sixth Form College:

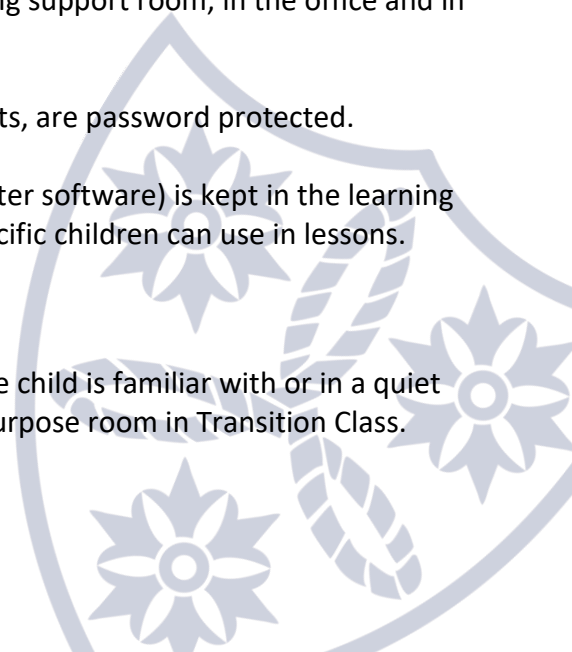
- Learning Support lessons take place in two rooms in the Library block; the Learning Support room and in the Learning Support office.
- In addition, the department has shared use of the store cupboard next to the Learning Support room.
- Both rooms have computer provision with internet access.
- The Library Resource room can be used by pupils to follow their individual computer programs using the 'Electronic Library', the 'Electronic Library Reading Comprehension' and 'Type to Learn'. In addition, this room is used for working with Gap pupils or for peer tutoring by pupils following the Duke of Edinburgh programme as part of their Community Service using 'Toe by Toe', 'Turnabout', listening to reading, vocabulary work etc.
- The rooms are well positioned within the school, with the Library providing a place of easy open access for pupils to feel they can 'drop in' as they like.
- All confidential files are kept locked away in the filing cabinet in the Learning Support office. A further copy of any formal assessment is located in the pupils' individual confidential files in the Principal's secretary's office. A copy of any formal assessments relating to access arrangements for external examinations is kept in Mrs Heidi Gingell's office. Confidential documents online, including formal assessments, are password protected.

### Teaching Rooms - Prep:

- Learning Support lessons take place in the learning support room and other available classrooms, including the library.
- Confidential files are kept in locked cupboards in the learning support room, in the office and in the Head of Prep's office.
- Confidential documents online, including formal assessments, are password protected.
- A laptop assigned for learning support use (with Clicker Writer software) is kept in the learning support room, along with additional Chromebooks that specific children can use in lessons.

### Teaching Rooms - First Steps (EYFS):

- Any additional support will take place either in the room the child is familiar with or in a quiet space nearby such as the sensory room in 2+ or the multi purpose room in Transition Class.



- Confidential files are kept in locked cupboards in each of the rooms.

## Departmental aims, objectives and policy

The Learning Support department at Moreton Hall has regard to the Special Educational Needs and Disability regulations 2014 and The Special Educational Needs and Disability Codes of Practice of January 2015.

## Principles

The school's Special Educational Needs policy is based on the following principles:

- that all teachers are teachers of children and young people with Special Educational Needs and have responsibility to meet those needs with the advice and support of the Special Educational Needs and Disability Co-ordinator (SENDCo).
- that all children and young people are entitled to have access to a broad and balanced curriculum
- that pupils with Special Educational Needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners. Pupils will be able to experience and contribute to the social and cultural aspects of the school.
- support is for any pupil who needs it. This is not dependent upon a label of dyslexia, dyspraxia etc.
- that no child or young person sets himself/herself up to fail – if he/she is not achieving then there is a reason for this and this should be explored.

That provision for pupils should:

- match needs within the resources provided to ensure equality of access
- take account of the wishes and feelings of the pupil
- be in partnership with the pupil's parents

**All members of staff, in conjunction with the Governors, have a responsibility for ensuring that, as far as possible, every pupil achieves his/her potential - academically, personally and socially. These pupils are entitled to a broad and balanced curriculum, and their relative progress will be recorded, valued and reviewed.**

It is recognised that individual pupils will, at various times during their time at school require additional support and understanding in order to achieve to their potential. Teachers/housemistresses may also need support in order to meet the individual needs of pupils working within their classes/houses.



## Rationale

This policy is an integral part of the school's curriculum policy and is relevant to all aspects of the school. It describes the way we meet the needs of children and young people who experience barriers to their learning development, whether learning, physical, emotional or social barriers.

### A policy to promote the successful inclusion of all pupils at Moreton Hall.

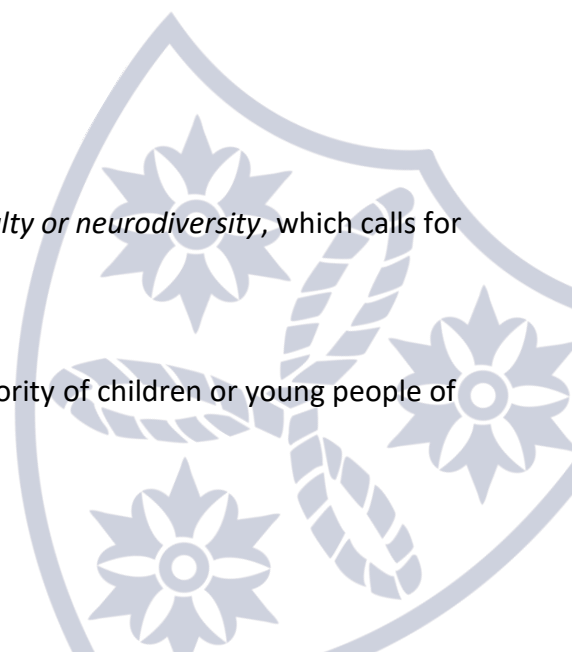
- All children and young people should be equally valued in school.
- The school will strive to eliminate prejudice and discrimination and to develop an environment where all children and young people can flourish and feel safe.
- Moreton Hall is committed to providing an inclusive curriculum and appropriate high-quality education to all of our pupils, whatever their needs and abilities, in line with the **Every Child Matters** agenda. Additionally, the school is required to ensure that both the Special Educational Needs and Disability Act (SENDA), and the relevant Codes of Practice and Guidance, are implemented effectively across the school.
- All children and young people should have both a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and the opportunity to be fully included in all aspects of school life.
- The school is committed to **inclusion**. Part of the school's strategic planning for improvement is to develop cultures, policies and practice where the child or young person's interests are at the centre.
- The aim of Moreton Hall is to create a sense of community and belonging, and to offer new opportunities to pupils who, previously, may have experienced difficulties.
- Educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, disability, educational attainment and background. This does not mean that we treat all pupils in the same way, but rather, that we respond to pupils in ways that take account of their varied needs and neurodiversity.

## Definition of Special Educational Needs:

Pupils have special educational needs if they have a *learning difficulty or neurodiversity*, which calls for *special educational provision* to be made for them.

Pupils have a learning difficulty or neurodiversity if they:

- have a significantly greater difficulty in learning than the majority of children or young people of the same age



- have a disability or neurodiversity, which prevents or hinders or limits them from making use of educational facilities of a kind generally provided for children and young people of the same age
- Pupils will not be regarded as having a learning difficulty or neurodiversity solely because the language or form of language of their home is different from the language in which they are taught.

Pupils with a learning difficulty or neurodiversity may also have a particular gift or talent and this is addressed through the More Able Policy in addition to provisions made for their additional need.

Special Educational Provision may be triggered when pupils fail to achieve expected progress, despite having had access to a differentiated programme.

Lack of expected progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches.
- working at levels significantly below age expectations, particularly in literacy or numeracy.
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- sensory or physical problems that result in lower than expected progress despite the provision of appropriate aids or equipment.
- weak interaction or communication skills requiring specific adjustments to access learning.

## **Inclusion Statement**

At Moreton Hall, all pupils irrespective of ability, race, gender or need, are respected and valued as complete individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience and in pupils' reports. Pupils with special educational needs are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- The family and community should work together.

## **Social, Moral, Spiritual and Cultural**

Being aware of our self-worth and purpose in life is key to the work of the Learning Support departments in the Senior School, Sixth Form College, the Prep and FIRST STEPS. Our pupils are encouraged to believe in themselves as successful learners and to participate in the school community and the wider community. Their contribution is valued and celebrated. Our pupils learn to succeed despite their differences and, as a result, are empathetic to the differences which others experience. They are encouraged to value all aspects of themselves and are able to challenge narrow views about learning differences and what can be achieved, both in academic terms and in extracurricular activities. Our pupils are encouraged to become resilient, so that they have the confidence to stand up for what they believe and are capable of expressing their opinions.



Coping with their learning differences is a part of their life and as such they have learned to succeed in a system which is not easy for them; this is a real life experience as they will all have to face situations which are demanding and which will pose a variety of challenges. Our pupils are often tenacious and willing to persevere, despite finding things difficult. Having continually had to battle against the demands of the literary and numeracy based academic world of education, they are often able to try a different strategy when faced with failure – a very valuable life skill.

In the **Senior School** and **Sixth Form**, our pupils are encouraged to help others for example through peer tutoring and the community element of the Duke of Edinburgh scheme. The boarding nature of the school helps to foster the ability to live together harmoniously.

In the **Prep**, pupils are given opportunities to speak publicly at events, take part in drama productions and sporting events.

In the **First Steps**, pupils are given the opportunity to take part in events such as Sports Day and assemblies for parents.

## Responsibilities

### School Governors - Duncan Murphy (Chair of Governors)

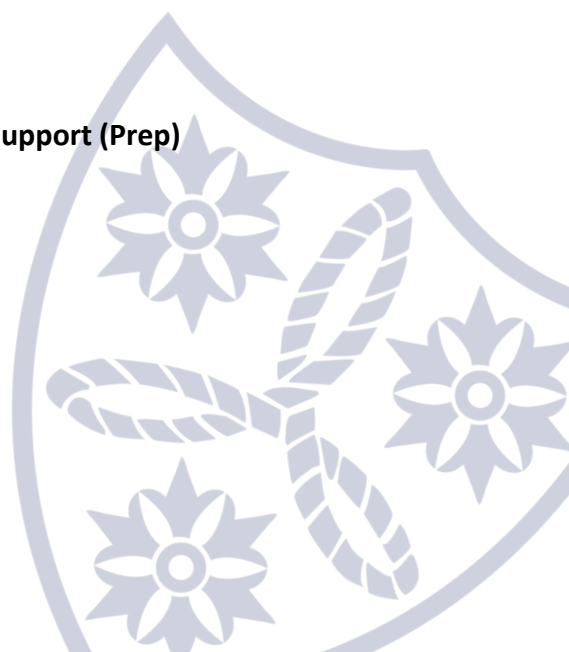
- To be aware of the SEND Policy, Learning Support provision and procedures for meeting special educational needs in school.

### Senior Management team

- To ensure that provision is maintained.
- To have an overview of and to facilitate the working of the policy.
- To support the Learning Support Coordinators and SENDCos.
- To make appropriate funding available.
- To ensure all staff are aware of and adhere to the policy.

### SENDCos (Senior & Sixth Form, First Steps) and Head of Learning Support (Prep)

- To inform all staff of needs.
- To maintain the SEND register.
- To create learner profiles, where appropriate.
- To liaise with parents and outside agencies, as required.





- To liaise with pastoral and medical staff in school, as required.
- To have a "consultancy"/staff development role.
- To carry out initial informal assessments and "screening".
- To help to determine if and when referral for more formal assessment of needs is required.
- To keep "up to date" with current legislation and ideas of "good practice" in the field of Special Educational Needs and Disability (SEND), and to pass relevant information to other staff as appropriate.

## **Members of Learning Support department**

- To support the Head of Department in overseeing the special educational needs of pupils within the school.
- To help to determine if and when referral for more formal assessment of needs is required.
- To keep "up to date" with current legislation and ideas of "good practice" in the field of SEND, and to pass relevant information to other staff as appropriate.

## **All teaching staff:**

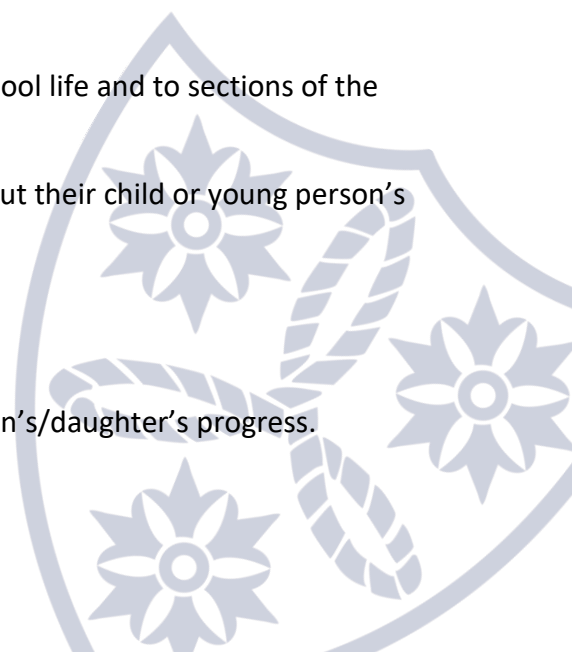
- To monitor pupil progress and be alert to possible difficulties requiring further assessment.
- To be aware of pupils with an identified need (see SEND register, pupil profiles etc.) in their classes.
- To meet the needs of these pupils, as far as possible, by employing appropriate teaching strategies or examination access arrangements.
- To alert parents, housemistresses and SENDCo (Senior & Sixth Form, First Steps)/Head of Learning Support (Prep) of particular concerns, following the referral procedure.

## **Housemistresses**

- To have an overview of the pupils' progress in all areas of school life and to sections of the Individual Education Plan (IEP).
- To be the first point of contact for parents with concerns about their child or young person's progress in general terms.

## **Parents**

- To alert school staff of any concerns they have about their son's/daughter's progress.





- To work in partnership with school staff to meet the identified learning needs of their sons/daughters.

## Monitoring and Evaluation of Learning Support

### Senior School and Sixth Form College:

- Regular dialogue will take place between the Head of Learning Support (SENDCo) and the SLT.
- The Head will keep the Governing Council fully informed with regard to SEND within the school.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate, GCSE, AS and A2 results.
- Regular dialogue will take place between Learning Support staff and Head of Learning Support to ensure monitoring of provision.
- Feedback from teaching and pastoral staff relating to pupils receiving Learning Support.
- Efforts will be made to establish regular contact with parents, and to engage in effective partnership with them in order to best support pupils with learning difficulties.

### Prep:

- The Head of Learning Support will liaise with the SENDCo in the senior school on at least a termly basis.
- Regular dialogue will take place between Head of Learning Support and Head of the Prep.
- Regular dialogue will take place between teaching staff and Head of Learning Support to ensure monitoring of provision.
- The Head of Learning Support will meet with KS1 and KS2 leads regularly to discuss and monitor children.
- Learning Walks carried out at the end of each term by the Head of Learning Support monitor SEND provision in the Prep.

### First Steps:

- Regular dialogue between overall SENCO and SENCO for each room.
- Opportunity at monthly staff meetings to raise any areas of concern noticed by staff and monitor provision.

## Links to other policies

This policy should be read in conjunction with:

Curriculum Policy







EAL Policy  
Equal Opportunities Policy  
MA Policy  
Spiritual, Moral, Social and Cultural Policy  
Accessibility Policy  
Examinations Policy  
Moreton Hall Prep Policy  
FYFS Behaviour Management Policy  
FYFS Valuing Diversity and Promoting Equality Policy  
FYFS Children's Rights and Entitlements

## Aims and Objectives of Learning Support

Within the delivery of its teaching and programmes of study, the Learning Support department has due regard to the aims and objectives set out within the Moreton Hall Curricular handbook in that it seeks to:

- ensure that pupils gain a broad base of knowledge, skills and understanding
- enable a smooth transition in pupil learning across the 4-18 age range
- enable a smooth transfer between schools when pupils join or leave the school
- allow pupil choice where appropriate
- provide interest and challenge in order to foster the pupils' enjoyment of learning
- support a variety of teaching and learning styles and approaches
- provide opportunities for differentiation, so that all pupils meet work which makes appropriate demands of them
- allow pupils to maximise their potential
- promote the pupils' development towards independent, life-long learning
- encourage a proficiency in use of ICT skills

## Admissions

- Moreton Hall School is committed to accepting pupils with a wide range of strengths; having a specific difficulty/learning difference is not a bar to admission.
- However, the nature of the education offered requires pupils to have a certain level of general ability. The school should ensure that it is able to meet the needs of the child or young person during the admissions' process; the best interests of the child or young person and other children or young people should be given due care and consideration in such decisions.
- All prospective entrants follow the school's admissions procedure. Pupils who have had extra time in their current school will be allowed extra time in the Entrance Examination. Prospective pupils and their parents may, if they wish, meet with the school's Learning Support staff and they are encouraged to do this. Similarly, teachers from feeder schools are

encouraged to discuss the needs of their pupils with the SENDCo/Head of Learning Support if they feel that pupils may not perform their best under test conditions so that due allowance can be made as a result.

## Identification and Referral

It is important that learning support is viewed by pupils, parents and staff to be accessible and flexible. This is particularly true in the Sixth form where pupils need to feel they are able to come for learning support as they need. Routes for referral to learning support for possible intervention can therefore come from a variety of sources including:

### Senior School and Sixth Form College:

- Primary liaison: it is important that when a pupil joins the school that we are in possession of a good deal of useful information. Considerable emphasis is therefore placed upon liaison with feeder schools. When prospective parents visit Moreton Hall they are asked if their child has or may need learning support and they are invited to meet the SENDCo. An informal meeting is set up when the child, or young person visits on a 'taster' day. A form is sent out to feeder schools asking for details of current provision and for a summary of the child or young person's abilities and areas of need.
- The Director of Learning has access to the entrance examination scripts to identify potential learning needs or differences.
- Pupils may be referred by a member of staff – academic or pastoral Via CPOMs.
- Remove (Year 7) and Upper IV (year 9) pupils undergo CEM MidYIS testing in the autumn. These are examined by the Learning Support department and other staff; pupils may be referred as a result.
- Pupils may be referred to the Learning Support department as a result of standardised reading and spelling tests carried out by the English department in the autumn as follows: Remove (Year 7), Lower IV (Year 8), Upper IV (Year 9). These tests are studied by the members of the Learning Support department.
- Results of standardised tests each term are analysed and pupils with low scores may be flagged leading to monitoring and/or 1:1/group intervention put in place if required.
- New pupils in Lower 5 (year 10), Upper 5 (year 11) and new pupils in the Sixth form may be referred by teaching staff, tutors or housemistresses, if it is felt the pupil is not reaching their full potential.
- A pupil may refer him/herself to the LS department or through a friend or a member of staff.
- Parents may raise concerns about their children – directly to a member of the department or through another member of staff.
- Where there are concerns about a child or young person's lack of progress, an informal assessment and/or screener may be carried out to determine specific areas of strengths and weaknesses. Parents would be notified of this and provided with feedback following the assessment.
- In liaison with parents, it may be recommended that a child or young person is assessed by a specialist teacher, an Educational Psychologist or another external professional/agency.



All requests for a referral are followed up by the SENDCo, often involving consultation with English and Maths teachers, tutors, housemistresses and parents. Support is offered as needed.

## **Prep:**

- Prospective parents who visit Moreton Hall Prep are asked if their child has or may need learning support and they are invited to meet with the Head of the Prep and the Head of Learning Support to discuss any specific needs. Emphasis is put on gathering information from their previous school and a taster day/ taster days offered. On taster days, pupils are encouraged to sit standardised tests and results are shared with parents. They also take a full part in daily school life and are observed by class teachers in lessons. The Head of Learning Support may carry out some further informal assessments to gather more information on the strengths and weaknesses of a prospective pupil.
- Results of standardised tests each term are analysed and pupils with low scores may be flagged leading to monitoring and/or 1:1/group intervention put in place if required.
- Regular dialogue between the Head of Learning Support and Form Tutors and/or specialist teachers enables pupils experiencing difficulties to be flagged. The Head of Learning Support will work with teachers to implement strategies in the classroom if appropriate; monitor a child's progress and/or put in place 1:1/group intervention.
- Teaching staff are encouraged to add any concerns/observations onto a pupil's SEN Notes page so that they can be monitored closely by the Head of Learning Support.
- Parents may raise concerns about their child through form tutors and/or Head of Learning Support.
- Where there are concerns about a child's lack of progress, an informal assessment and/or screener may be carried out to determine specific areas of strengths and weaknesses. Parents would be notified of this and provided with feedback following the assessment.
- In liaison with parents, it may be recommended that a child is assessed by a specialist teacher, an Educational Psychologist or another external professional/agency.

## **First Steps**

- When prospective parents visit First Steps, general conversations take place about their child/children. If any areas about their development are raised, then further questions would be asked about their concerns.
- Regular dialogue between the SENDCos and Key People enables children experiencing difficulties to be flagged. SENDCos will work with Key People to implement strategies and if appropriate; monitor a child's progress.
- Key people are encouraged to add any concerns/observations onto a child's concerns page so that they can be monitored closely by the SENCO.
- Parents may raise concerns about their child through their Key Person and/or Head of Learning Support.
- Where there are concerns about a child's lack of progress, an informal assessment and/or screener may be carried out to determine specific areas of strengths and weaknesses. Parents would be notified of this and provided with feedback following the assessment.
- In liaison with parents, it may be recommended that a child is assessed by a specialist teacher, an Educational Psychologist or another external professional/agency.

## The Model of Intervention

The Learning Support department at Moreton Hall organises its Special Needs Register on a 3 point scale.

- **Wave 1:** Universal – inclusive, Quality First Teaching for all. Monitoring - a concern is expressed about a pupil by the parent, the pupil itself or a member of staff.
- **Wave 2:** Targeted – additional interventions; where learning support is being offered within school.
- **Wave 3:** Specialist – additional and highly personalised interventions; where external support services eg Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Specialist Teacher are actively involved with the pupil, usually resulting in a formal assessment and/or EHCP, often detailing access arrangements for external examinations or specific advice for staff in working with the pupil.

## Learner Profiles and Special Needs Register

In the **Senior School** and **Sixth Form**, the Special Needs Register is found via the links on Firefly. This area contains details of testing, standardised reading and spelling tests, details of access arrangements for external examinations, advice to staff relating to specific learning difficulties and teaching strategies and SEND notes. This is regularly updated when information arises and includes the current intervention that each pupil is receiving. This also outlines any pupils that are being monitored (Wave 1).

In the **Prep**, the Special Needs Register is a Google document shared with all Prep staff and located in the Moreton Hall Prep folder. The SEN Register has links to current IEPs, SEN notes pages for each pupil on the register and one-page profiles for pupils in Wave 2 and 3. One page profiles are also created for pupils in Wave 1. This is regularly updated and includes the current intervention that each pupil is receiving, as well as standardised scores from previous school assessments. Any pupil who is being monitored is also listed on the SEN Register.

## Provision

In considering provision for special educational needs within the **Senior School** and **Sixth Form**, tribute must be made to individual teachers and departments who offer individual and small group support as and when pupils need it. In addition to this, the effective role of tutors and house staff greatly contributes to the effectiveness of the provision for special educational needs. It is within this highly supportive ethos that the Learning Support department operates and offers the following provision.



Pupils are assessed by the Learning Support staff and support in the **Senior School** and **Sixth Form** is offered in a variety of ways:

- on an individual basis
- in a small group situation
- in class support
- use of Gap pupils working with pupils under the guidance of the Learning Support staff
- by peer tutoring involving older students as part of their Community Service for the Duke of Edinburgh award
- by the Upper Sixth subject mentor

In the **Prep**, The Head of Learning Support delivers 1:1 and small group interventions with the assistance of class teachers and Teaching Assistants. Weekly SEND meetings between staff who deliver extra learning support ensure effective planning and feedback on pupil's progress.

In the **First Steps**, it is most likely to be the child's key person to carry out any interventions due to the strength of the relationship with the child. This would be supported by the SENCO.

Learning support intervention across the whole school is offered free of charge.

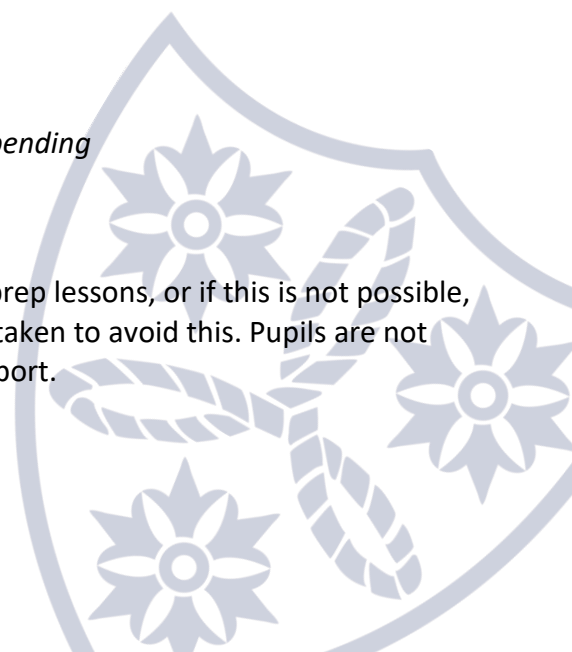
## **Senior School and Sixth Form College:**

The learning support department in the senior school offers support in the following areas:

- Literacy - general and Toe by Toe.
- Reading speed and comprehension – through paired reading
- Numeracy – Power of 2
- Learning Strategies
- Thinking Skills e.g. 6 Thinking Hats, Mind Mapping
- Study Skills
- Revision Skills
- Examination Skills
- Improving Memory
- Developing touch-typing skills
- Subject specific
- Coursework
- ESB support

*This list is not exhaustive and is updated a change depending on level and type of need.*

Pupils have their learning support lessons during their timetabled prep lessons, or if this is not possible, then occasionally during their lunch-times although every effort is taken to avoid this. Pupils are not taken out of any timetabled lesson in order to receive learning support.



The number of lessons depends on the individual's needs, timetable and extra-curricular commitments – flexibility is the key. The department operates a solution-focused approach – as opposed to a problem-focused approach.

As class sizes are so small, in-class support is not the norm, but can take place in response to staff request or if it is not possible to timetable a number of pupils as a result of prep availability.

All individual and small group teaching is pupil-centred and structured to meet individual needs. Individual learning targets are identified and make up the body of an individual's schemes of work. Teaching is multi-sensory and is supported by a wide range of appropriate resources. Teachers aim to build independence and resilience in all learners so that they are not afraid to get things wrong and will be willing to take a risk.

Study skills for all are embedded throughout the year for all year groups. Additional intervention is added for those identified via tracking data.

Prep School:

The learning support provision in the Prep includes:

- Multisensory cumulative phonics programme, following Read Write Inc (to tie in with Infant phonics) or the Kelly and Phillips structure
  - Multisensory methods of learning HFWs and letter formations
  - Precision Teaching
  - Toe by Toe/Word Wasp
  - Syllable Analysis
  - Stride Ahead
  - Reading comprehension
  - Study skills
  - Mind-mapping
  - Pre-teaching topics/vocabulary
  - Support with proof-reading/editing techniques
  - Subject specific support
  - Developing handwriting skills
  - Developing touch-typing skills
  - Speech and Language support
  - Language for Thinking
  - Language for Behaviour and Emotions
  - Zones of Regulation
  - Nessy
  - The Number Box
- 
- The number of learning support lessons and whether they are 1:1 or group sessions depends on the individual needs of each child.







- On occasions, and depending on the specific needs of a child, extra support may be provided in-class.
- Efforts are taken to ensure that pupils are not removed from core subjects or subjects that they enjoy. Parents are notified of the times and can request that the timing of the sessions are changed.

## Levels of provision

At Moreton Hall we have levels of provision depending on the needs of our pupils.

### Wave 1 - Universal

This is where a pupil has been identified as having a possible learning difference in some, or all, areas of the curriculum and the pupil is being monitored.

All staff are made aware of pupils on Wave 1 provision via the Special Needs Register and ISAMS (**Senior School** and **Sixth Form**). In the **Senior School** and **Sixth Form**, an 'open door policy' encourages any pupil to seek additional advice and help in any area of their studies or school life in general.

In the **Prep School**, teachers are encouraged to add notes to an individual's SEN notes page so that they can be monitored closely by the Head of Learning Support. This assists in building a more comprehensive picture of the child and their difficulties and can help to inform decisions, such as further assessment or referral.

In the **First Steps**, key people fill out an initial concerns form alongside the SENCO and decide when to review. Timescale may vary depending on the severity of the concern and how often the child attends the setting. Depending on the outcomes of the reviews, an Early Help Support Plan may be written for the child.

All pupils at Moreton Hall can expect to receive high quality teaching which meets their needs; therefore, pupils on Wave 1 will have provision within the classroom through adaptive teaching (previously referred to as differentiation). This is also described as universal provision. Some children and young people may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are skilled at adjusting their teaching to suit differences in learning and this is backed up by regular INSET training. It is expected that all our teachers are able to make creative adaptations to classroom practice, enabling children and young people with a wide variety of needs to learn inclusively and meaningfully, alongside their peers.

Wave 1 describes Quality First (inclusive) teaching which takes into account the learning needs of all the children and young people in the classroom. Before any additional provision is established, consideration should be given to what is already available to all pupils through adaptive teaching and an inclusive learning environment. While some strategies / approaches may have previously been recommended for a particular pupil group it is probable that they will be of benefit to many more pupils in a class. The more inclusive the classroom, the less the need for 'additional to' or 'different from' interventions!



Where the nature of pupils' needs is such that they will need 'additional to' or 'different from' provision in the identified areas, settings must still consider how their Wave 1 offer can enable the pupils to access the curriculum.

## **Wave 2 - Targeted**

Individual learning needs are specific and require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class/subject teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with educational psychologists).

Personal profiles are available for teaching staff to see how to accommodate individual learning needs within the classroom. These interventions can work well for children or young people with literacy and/or numeracy differences and those children or young people who may be described by the school as having 'dyslexic tendencies' or a neurodiversity.

Wave 2 describes specific, additional and time-limited interventions provided for some children or young people who need help to accelerate their progress to enable them to work at or above age-related expectations.

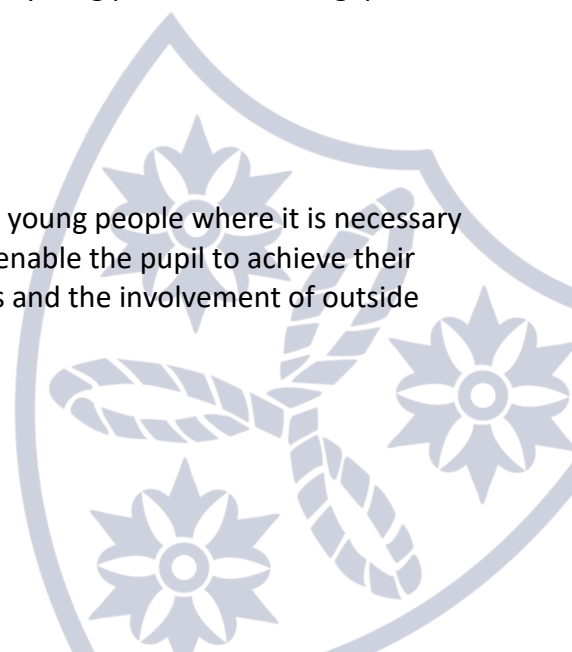
Wave 2 interventions are often targeted at a group of pupils with similar needs. These interventions are designed to boost progress and help the child or young person close the gap between themselves and their year group. There are a number of sound interventions that Moreton Hall uses such as Toe by Toe, Paired reading, Turnabout and Nessy. A pupil-centred approach is adopted so that interventions are specific and enable the child or young person to access curriculum and reach their full potential in the classroom, with prep work and examinations progress. These interventions can work well for children or young people with literacy and/or numeracy differences and those children or young people who may be described as having a neurodiversity.

Wave 2 interventions are taught by a specialist teacher/teaching assistant in a 1:1 situation or in small groups. They are based on the needs of the child or young person and are highly structured so the steps in learning are small and achievable.

Interventions are designed to boost progress and help the child or young person close the gap between themselves and their year group.

## **Wave 3 - Specialist**

Wave 3 describes targeted provision for a minority of children or young people where it is necessary to provide highly tailored intervention to accelerate progress or enable the pupil to achieve their potential. This may include one-to-one or specialist interventions and the involvement of outside agencies.





Wave 3 provision is documented by individual plans for each pupil. An Individual Education Plan or IEP is a plan or programme designed for children or young people with SEND to help them to get the most out of their education. An IEP builds on the curriculum that a child or young person with learning differences, neurodiversity or disabilities is following and sets out the strategies being used to meet that child or young person's specific needs.

## Individual Education Plan (IEP)

The purpose of an IEP is to inform the teacher and others working with the pupil of specific targets for the pupil and how these will be reached. The IEP allows schools and staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child or young person become more involved in their own learning and work towards specific targets.

An IEP should contain "targets", "provisions" and "outcomes". It should note 3 or 4 short-term targets set for or by the child or young person, the teaching strategies to be used to achieve those targets, the provision that will be put in place, say when the plan is to be reviewed and identify outcomes which show the child or young person's progress against his/her previous targets.

Information that may be contained in an IEP may include:

- Any likes, dislikes or anxieties that the child or young person may have
- Assessment information
- Details of any other educational plans the child or young person may have.
- Details of how the IEP will be co-ordinated
- Details of the child or young person's additional support needs
- Details of who will be providing the support Information and timescales for reviewing the IEP
- Targets that the child or young person is expected to achieve within a specified period of time
- Targets set in the IEP should be "SMART", which stands for:

*Specific*, so that it is clear what the child or young person should be working towards

*Measurable*, so that it is clear when the target has been achieved

*Achievable*, for the individual child or young person

*Relevant*, to the child or young person's needs and circumstances

*Time-bound*, so that the targets are to be achieved by a specified time

## Reviewing an IEP:

The IEP is a working document and will be reviewed regularly (usually two or three times a year) to ensure that it continues to meet the child or young person's needs. When reviewing IEPs teachers need to consider both the parents' and the child or young person's views, the progress made by the pupil, the effectiveness of the IEP, any specific differences or incidents that have impacted on the child or young person's progress and any changes to targets or strategies. After considering the child or young person's current progress, new targets should be set to be achieved by the next IEP review.

## Education Health Care Plan (EHCP)

In some instances, a child or young person may require additional support that goes beyond what the school can deliver through its usual SEND provision. In this instance an Education Health Care Plan (EHCP) may be put in place for a child or young person. An EHCP is for children and young people aged 0-25 years with the most complex needs. The provision made by an EHCP is in addition to and different from what is ordinarily available in a mainstream setting and more than the 'reasonable adjustments' required by every school for disabled children and young people under the equalities act. An EHCP is a legally binding document outlining a child, or young person's special educational, health and social care needs. The document lists all of the child or young person's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified.

Pupils who have an EHCP are welcomed at Moreton Hall. We work closely with parents, outside agencies and the pupils to develop EHC plans, which are reviewed annually. All teaching and House staff are made aware of pupils needs through review meetings and Tutor meetings. The Tutor, House staff and SENDCo work closely with the parents and pupil to ensure all of the needs of the pupils are identified and documented. Staff training is given prior to the pupils starting at the school and ongoing INSET is given by the SENDCO, or appropriate outside agencies.

## Screening and Assessment

Screening for Special Educational Needs/ Access Arrangements in the **Senior School** and **Sixth Form College**:

A request for screening for a Specific Learning Difference or Neurodiversity can be made by a pupil, a pupil's parent or a member of staff. Staff may identify a potential learning difference or neurodiversity through observed behaviours, differences in learning, under performance in written work compared to oral ability, or unexpected/unexplained discrepancies in course or timed assessments.

The Learning Support department utilises a variety of screening and assessment tools, checklists and an informal interview in order to screen for those pupils who may have specific learning differences and who may need access arrangements in internal and external examinations. For further information on Access Arrangements, see below.

Where a screening shows clear indications of a specific learning difference or neurodiversity, this is discussed with parents and recommendations may be made for further assessment by an external specialist, for example: an Educational Psychologist, a Specialist Teacher, an Occupational Therapist or a Speech and Language Therapist.

Where a screening indicates a weakness in a specific area, a learning intervention may be considered before further assessment is recommended.

Depending on the extend of an identified need, reasonable adjustments might be made when completing formative assessments in school to enable a child to demonstrate their knowledge and

understanding. This might include: extra time; the use of a scribe; the use of a laptop; rest breaks; adaptations of test papers.

Copies of formal and informal assessments are kept in a locked cupboard in the Learning Support office. Online copies are located in the Moreton Hall google drive SEND folder and are password protected.

Formal data from screening tests can form part of the 'history of need' which is necessary for access arrangements in external examinations. Accommodating and addressing these specific learning differences forms part of the 'history of provision' which is also needed for access arrangements in external examinations.

Pupils may be referred to an Educational Psychologist or Specialist Teacher for formal assessing or for access arrangements this may also be done by an appropriately qualified Specialist Teacher. Details from formal assessments are included on the 'Pupil Profile' sheet which is available to staff.

## Screening and Assessment in the **Prep**:

- Screening tests and informal assessments are carried out by the Head of Learning Support in the Prep if there are concerns that a child might have a learning difference. This is discussed with parents in advance and following this, recommendations may be made for further assessment by an external specialist. For example, an Educational Psychologist, a Specialist Teacher, an Occupational Therapist or a Speech and Language Therapist.
- Depending on a child's difficulty, reasonable adjustments might be made when completing formative assessments in school to enable a child to demonstrate their knowledge and understanding. This might include: extra time; the use of a scribe; the use of a laptop; rest breaks; adaptations of test papers.
- Copies of formal and informal assessments are kept in a locked cupboard in the Learning Support Room. Online copies are located in the Moreton Hall Prep google drive folder and are password protected.

## Screening and Assessment in **First Steps**:

- Depending on the nature, assessments are carried out by the SENCO/Key Person if there are concerns that a child might have a learning difficulty. This is discussed with parents in advance and following this, recommendations may be made for further assessment by an external specialist. For example, a Speech and Language Therapist.
- Copies of formal and informal assessments are kept in a locked cupboard in each of the rooms.

**Access Arrangements- Please see JCQ most updated guidance for regulations.**

**As a general rule for internal examinations, if a pupil receives learning support lessons then that pupil may have up to 25% extra time in examinations. If a pupil does not receive learning support but has a formal assessment by an educational psychologist or specialist teacher**

**identifying learning difficulty/difference then he/she may have extra time, if the results of this testing show the need for extra time.**

For external examinations, the school must have a copy of a formal assessment by an Educational Psychologist or specialist teacher whose qualifications are acceptable to the JCQ, relevant to year 7 (Remove) onwards. All assessments recommending access arrangements for external examinations must comply with the JCQ regulations as set out in the JCQ 'Access Arrangements, Reasonable Adjustments and Special Consideration' booklet which is issued to schools at the beginning of every academic year. It is the SENDCO's responsibility to examine an assessment made by a professional outside school and determine whether or not its recommendations comply with the JCQ (Joint Council for Qualifications) regulations. Any queries please see Catherine Parfitt or Sona Champion for clarification.

The Learning Support department will seek to identify and support an application for appropriate Access Arrangements for any pupil it believes may need adjustments in examinations in order for him/her to achieve his/her full potential. In this respect Access Arrangements are viewed as an entitlement to enable equality of opportunity, and not as a concession.

Usually these pupils are known by the department by being placed on the Special Needs Register (Wave 2 or 3) and have a documented history of needing access arrangements.

To provide a history of need for access arrangements it is important that evidence is obtained as soon as possible and therefore arrangements are put in place from Remove (year 7). In addition to this, evidence has to be provided which shows that access arrangements, such as extra time, are being used as the general way of working. Teachers are asked to provide relevant evidence e.g. extra time used in a timed test, practice examination questions where extra time is used and to pass this evidence to the SENDCO. In internal examinations, pupils are asked to change to a different coloured pen at the end of the set time and to write in the new colour for the duration of their extra time. The SENDCO collects evidence across the different subject areas and passes evidence for Years 10 – 13 i.e. Lower 5 – Upper 6 to Heidi Gingell, examinations secretary, to be kept with the access arrangement documentation for each pupil. Evidence for pupils in Years 7 – 9 i.e. Remove – Upper 4 is kept by the SENDCO in the Learning Support office.

Typically, such pupils usually have a Neurodiverse (e.g. Dyslexic or Dyspraxic) profile with slow speeds of processing, reading and writing. For the majority of these pupils, an additional 25% time allowance in examinations is sufficient in order for them to be given the opportunity to achieve their full potential. However, the department does recognise the complex needs of some pupils and actively explores the full range of Access Arrangements. This may include the use of a laptop, use of voice activated software, having a reader or an amanuensis, reading the exam paper aloud, having a transcript made of the examination paper, rest breaks, having the examination copied onto coloured paper or being provided with a blank piece of squared paper in maths on which to construct a number grid etc.

If a pupil is displaying anxiety in an examination situation, it might be possible for the pupil to sit external examinations in a separate room with their own invigilator. This access arrangement must be backed up by a letter from a medical professional (consultant or above) and must be their normal way of working during examinations.



The parents of anyone thought eligible for access arrangements are contacted by letter by the Head of Department. Parents are offered the choice of employing an Educational Psychologist or appropriately qualified Specialist Teacher or of having this done at school by the Head of Department. If a parent wishes the assessment to be carried out at school by an external professional, the Head of Department can accommodate this.

Copies of the appropriate assessments are kept in the pupil's confidential file in The Principal's secretary's office, Heidi Gingell's office and in the Learning Support office.

## Liaison

In the **Senior School** and **Sixth Form**, close liaison with other departments, particularly English and Mathematics, is vital and is carried out mainly on an informal basis. Formally, Viv Lewis, as a member of both Learning Support and English departments attends both departmental meetings and in this way further enhances the very strong links between the departments. The SENDCo attends all fortnightly Head of Department meetings. The SENDCo attends departmental meetings and house meetings, upon invitation, to exchange information about pupils' needs and differences specific to individual subject and pastoral areas. Informal discussions concerning individual pupils take place on a regular basis.

The SENDCo in the Senior School and the Head of Learning Support in the Prep liaise closely to ensure that there is a smooth transition for pupils moving up to the Senior School. Termly meetings enable any SEND matters to be discussed and provide an opportunity to share information and ideas.

The Head of Learning Support in the **Prep** regularly liaises with the Head of the Prep and Form Tutors to discuss individual children. Teachers use CPOMS and individual SEN Notes pages to record any concerns and issues, which ensures that children are monitored closely. Fortnightly pastoral and academic meetings between key members of staff also allow opportunities to exchange information about pupils and discuss next steps.

The FYFS SENCo and the Head of Learning Support liaise before a child with SEN moves to the Prep.

## In-service training

The SENDCo delivers in-service training sessions on areas of identified interest and need.

The SENDCo briefs new staff in the **Senior School** and **Sixth Form** as part of the new staff induction programme. In addition to this, the SENDCo sees new staff in small groups or individually to explain the learning support provision within the school and answer queries relating to individual pupils. Advice and support is offered on a regular and informal basis when required.





The Head of Learning Support meets with new staff in the Prep to discuss any pupils on the SEN register that they need to be aware of and to introduce them to the systems in place. Advice and support is offered on a regular and informal basis when required.

Throughout First Steps, staff are made aware of children with SEN needs and any systems in place would be discussed at either monthly staff meetings or sooner if necessary. Advice and support is offered on a regular and informal basis when required.

## Peer Tutoring

In the Senior School, Gap pupils and pupils working towards their Duke of Edinburgh Awards listen to the younger pupils' reading, they also prepare audio tapes of GCSE texts and popular reading books. In addition they work with pupils in a variety of areas following work set within the department eg vocabulary extension, 'Toe-by-Toe', 'Turnabout' - auditory and Visual memory training, maths work – 'Power of 2', listening to their work based on 'The Electronic Library' etc. The department has a subject mentor from the Upper 6th.

## Parents

Close liaison between parents and school is vital.

In the **Senior School** and **Sixth Form College**, parents are encouraged to communicate any concerns about their child's progress directly to the SENDCo or through the pastoral system. As pupils often receive learning support to the end of Upper 5 (year 11), the learning support teachers often form a long- standing and warm bond with parents built on trust and concern for the child or young person.

Parents in the **Prep School** are encouraged to contact Form Tutors or the Head of Learning Support directly if they have any concerns about their child. At the start of each term, parents of children with an IEP are invited to meet with the Head of Learning Support and Form Tutors to discuss the IEP targets for the term and aim for a collaborative approach.

In **First Steps**, key people and parents have daily contact where any concerns can be raised/discussed and passed onto the room SENCO. Further meetings can be arranged if necessary.

## Reporting

Termly reports are completed for all pupils who receive learning support in the **Senior School, Sixth Form** and the **Prep**. These reports reflect the work that has been ongoing throughout the term and comment on the pupils' progress.







The Learning Support department recognises the need to maintain both motivation and self-esteem through its policy of reporting and all school assessments reflect the positive working relationship that the department strives to develop with all pupils who receive learning support. The easily accessible format of the report system used within the school, allows the department to monitor the progress of all pupils who receive learning support in all their subject areas.

## **Inclusive Practice**

The Learning Support department recognises that the aim of inclusive practice is to enable all pupils to achieve their full potential through Adaptive Teaching and Quality First Teaching which provides an equality of opportunity to access and make progress within the curriculum, leading to independent learning.

For the purposes of adaptive teaching, the Learning Support department recognises that adaptation is not exclusively about adjusting the task to the pupil's ability but recognises a need to recognise, differentiate and adapt for variations in learning because pupils learn in different ways.

Howard Gardener suggests that the reason why some pupils underachieve is because the way they are being taught does not match their learning need or 'intelligence'. A starting point for Quality First Teaching is therefore to gain an insight into a pupil's individual learning needs, to make them aware of this need and then to explore how to meet that learning need in our teaching. Hence the importance of adopting a multi-sensory approach to our teaching. Supporting the pupil to recognise their needs and use their strengths to their best advantage is also important in developing independent and resilient learners.

## **EAL and SEND**

This policy is to be considered alongside the School's English as an Additional Language (EAL) policy.

The Learning Support department and EAL department work closely together and communicate with regards to interventions for learners identified as having SEND and EAL needs.

## **Learning Support's contribution to the Social, Moral, Spiritual and Cultural Development.**

Within the Learning Support department across the whole school, pupils are enabled to develop their self-knowledge, self-esteem and self-confidence. We work with pupils in identifying their learning needs and to appreciate that others may learn in different ways.

Pupils are provided with subject support to encourage them to reach their full potential in tests and exams, therefore increasing self-confidence and self-esteem.

Support is provided to pupils taking the Spoken English Examinations which can promote self-confidence with public speaking.

In the **Senior School** and **Sixth Form College**, pupils are encouraged to accept responsibility for their own behaviour and their own learning by encouraging them to participate in the Learning Support

Focus Group. Here the pupils meet each term to discuss strategies for improving their own learning and for positive classroom experiences. Current affairs are discussed and all social and cultural differences are respected. Pupils are encouraged to develop their Social, Moral, Spiritual and Cultural knowledge and understanding through their weekly PSHE and RS lessons. Children and young people with SEND can access the statutory PSHE and RS curriculum and adaptations are made where necessary.

In the **Prep**, children are encouraged to develop their Social, Moral, Spiritual and Cultural knowledge and understanding through their weekly PSHE and RS lessons. We ensure that children with SEND can access the statutory PSHE and RS curriculum and adaptations are made where necessary. Weekly themes in the Prep are prompted during assemblies and through specific events, where all children are encouraged to participate.

## **Continuing Professional Development**

It is vital that members of the department remain up-to-date in their specialist areas and attendance of courses is encouraged as is membership of professional associations.

This policy applies to all pupils at Moreton Hall school, and is reviewed annually.

The policy was reviewed in September 2023 and will re-review January 2024

