



THS Policy on Special Educational Needs and/or Disabilities

Educational Support for Pupils with Special Educational Needs and/or Disabilities (SEND)

Definition of SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that **means** they need special health and / or education support, we shorten this to **SEND**.

Basic Principles

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

- The culture, practice, management and deployment of resources at the school should ensure that the needs of all children, including those with special educational needs or disabilities (SEND) will be met.
- Steps will be taken to identify early any special educational requirements or reasonable adjustments.
- The school will work closely with parents when taking decisions which affect their child.
- Children with SEND will be monitored regularly
- If a learning plan is in place then the student will have his/her case reviewed regularly.
- The wishes of the individual child must be taken into account.

Staff with responsibilities for SEND

All teachers are actively involved in identifying and helping pupils with special needs of any sort. The Associate Head Teacher, and the Head of Swallows Hill, with the Special Educational Needs and Disabilities Coordinator (SENCO) and the Examinations Officer, will work together to co-ordinate the processes of diagnosis, support, monitoring, review and communication.



Responding to pupils with SEND

Some children have difficulty with some aspects of learning which calls for extra educational provision to be made for them. At Twycross House School such difficulties are usually associated with literacy and/or numeracy and processing speed. In the first instance all teachers in the school give such pupils additional help within each subject on the curriculum as appropriate, including differentiation of learning activities (teaching a pupil in ways and at levels which match their style of learning). This contributes significantly to meeting the pupil's needs.

If such a pupil fails to make adequate progress (e.g. the gap between the pupil and the pupil's peer group widens, or the pupil's poor literacy or numeracy skills are holding him/her back in some curriculum areas) then further support will be offered.

Routine Procedures

We have an established routine for identifying and dealing with children with specific educational needs.

New Arrivals

Most children enter Twycross House from The Hollies Pre-Prep School at the age of eight (Year 4). The Head of Swallows Hill and SENCO liaise closely with staff at The Hollies during the preceding term and obtain an overview of the new intake. The Head of Swallows Hill organises a meeting, with the SENCO present, early in September to which members of The Hollies staff are invited and at which the particular strengths and weaknesses of the new intake are discussed with their new teachers. Staff throughout the school are informed of any new arrivals who have additional needs. All new pupils are observed carefully by their subject teachers and form tutors as a matter of course.

Identification of SEND

- (a) Some children already have an educational psychologist's report or medical diagnosis, in which case the recommendations are noted.
- (b) Sometimes a subject teacher will express concerns about a particular pupil to the SEND Coordinator, and form tutor if appropriate.
- (c) The SENCO will then approach the pupil's teachers to see if the problem or need is widespread or confined to one subject, so that the appropriate action can be taken.



- (d) The school's senior leadership reads through all summer reports. Any pupils who are identified as having challenges with accessing the curriculum and could be in need of additional support are highlighted and this information is passed on to the SENCO. This runs alongside a full review of the school's SEND cohort to highlight pupil's strengths and areas in need of more support, which takes place at three points during the year for students in F3-S5 and twice for 6th form.
- (e) As a result of this procedure, pupils within Key Stage 2, 3 and 4 are targeted to receive extra support, from either a subject specific teacher or member of the Key Stage 5 cohort depending on the needs of the individual pupil.
- (f) In cases where general learning concerns are raised about pupils within Key Stage 4 with specific needs, a monitoring and support program will be put in place to help allow the pupil to access all elements of the curriculum. This process will include discussions with the pupil, their parents and key staff members to identify areas that the pupil needs further support and the actions to be taken by all parties to help to allow the pupil to make progress. This process is tracked through the year, via staff feedback on the pupil's progress and follow-up meetings with the pupil and their parents.
- (g) Any pupil in Key Stage 4 and 5 who is identified by the school will be given a review of their learning and the areas where they are experiencing challenges will be identified. If it is deemed to be the suitable course of action, a psychometric assessment can be administered by the SENCO, and if the parents agree, will be implemented following the school's Assessors Appointment Policy.
- (h) Outcomes from the psychometric assessment can inform exams access arrangements as well as the learning plan and support put in place for the pupil.
- (i) If the outcome from this assessment and working with the pupil indicates needs that are beyond the scope of identification from these tests, then contact with external agencies may be recommended, such as an Educational Psychologist, GP or neuro-developmental team.

Providing Support

- (a) Initial and ongoing support will be provided by the SENCO, who can run 1-2-1 or group sessions targeting the pupil's learning needs.
- (b) Social and emotional support can be given through Well-Being sessions with the school counsellor.
- (c) Literacy intervention at Key Stage 2 is provided by the librarian, which can focus on reading writing or spelling. The Librarian works closely with the SENCO to feedback findings from these sessions in order to identify areas of support for pupils with SEND.
- (d) Support for students with SEMH can be provided by the School Welfare Officer
- (e) Additional support is given through the departmental *Support and Extension* programme. This is a Sixth Form mentoring program that runs throughout the academic year.
 - (i) This program looks to pair pupils from Key Stages 2, 3 and 4 with an academic mentor who will provide twenty minute sessions weekly focussing on areas the pupil finds challenging in Maths and English.



- (ii) These sessions are tailored to the specific needs of the pupil and can include subject content from lessons that have recently taken place, revision for upcoming tests and reviewing of previous test performance.
- (iii) Pupils and mentors are matched with care to try and find the right mentor for the individual they are supporting.
- (iv) The program is organised by the SENCO and Head of 6th Form, with the support of the pupil's subject teachers to help guide the mentor and provide resources.
- (v) All mentors receive training before they begin their role including guidance on their duties, responsibilities, safeguarding and the specific needs and circumstances of their pupil.
 - (vi) Support provided by this programme can also be of a socio-emotional nature if appropriate.
 - (vii) Sixth form mentors also support learning in the classroom environment through the School Service initiative, where the mentor will sit with the pupil during targeted lessons and subjects to support their learning.

Monitoring Progress

A program of monitoring pupils with specific needs is used to review pupil's progress and identify areas where further support is needed.

SEND pupils are monitored using a range of approaches. The tracking of pupils with SEND progress is completed on a school-wide basis at three points in the school year. This data is reviewed regularly by the Key Stage Heads and SENCO. Any issues are highlighted and actions taken with the support of the SENCO and class teacher. In particular, the reviews can focus on how the student has performed compared to their expected progress, whether there are any specific challenges highlighted by their test performance, and how effectively the pupil is using their additional time (if appropriate). If necessary, follow-up meetings with the subject teacher, pupil and the parents of the pupil are arranged to identify strategies to help improve any areas of challenge.

For younger pupils, this work is supported by the School Librarian, who completes the literacy spelling age assessments of all pupils at Swallows Hill. Any pupils of concern are highlighted to the SENCO and the pupil's English teacher who will look to develop strategies to support and improve any areas of weakness the pupil has.

Annual Review of Progress

A review of all students with SEND is completed in two phases. Phase one takes place during the Autumn term, once pupils have settled into their new classes.



Phase two takes place in the Spring term to compare progress with the Autumn tracking data. A final phase takes place after the completion of summer exams. This phase focuses on the progress of all pupils with SEND across all Key Stages using examination data and subject reports.

These reviews form the basis of the creation of IEPs, for those students who have been identified as needing extra intervention beyond the support given in the classroom, to enable them to progress. Reviews of these plans can take place throughout the year as part of the Assess → Plan → Do → Review cycle.

Liaising with Parents

We aim to work closely with all parents of pupils with additional educational needs. Any concerns that are highlighted through the SENCO by staff are communicated with parents either directly by the SENCO, or the Head of Key Stage. When concerns about a pupil's progress are raised by a parent, the SENCO will discuss those concerns directly with parents before completing a phase of information gathering through communications with the pupil's teachers. Any findings and actions that are taken due to this process are then fed back to the pupil, the pupil's parents and the pupil's teachers.

Liaising with Staff

A list of all pupils on the School's SEND register is made available to staff as well as a confidential Google Classrooms file containing key information about student's challenges and strategies to support their learning, this includes a brief overview of the areas of weakness identified in the pupil's Educational Psychologist's Assessments or psychometric testing by the SENCO. Staff are asked to review the progress of SEND pupils using the structure described in the "monitoring progress" section of this policy. Additional support is given through each department's *Support and Extension* programme.

Educational and Welfare Provision for Pupils with an Educational Health and Care Plan

The EHC Plan replaced the statement of special educational needs in September 2014. It is a legal document which describes a child or young person's more complex special educational, health and social care needs. The plan is drawn up by the local authority after an assessment and addresses the extra help the child will need in a maintained school.



Twycross House School has at present no current or prospective pupils with an EHC Plan. However, any child offered a place in the school in the future that has such a plan will be supported and monitored from the outset. They will be taught the curriculum set out in their plan (subject to annual review) and receive the pastoral support and guidance to meet their needs. The school will liaise closely with the child's parents and the Local Authority as appropriate.