

# Special Educational Needs and Disabilities Policy

<b>Policy number</b>	BS041
<b>Applies to</b>	Whole School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	January 2024
<b>Next review</b>	January 2025

*The School has an Upper School and a Prep School Head of Academic Support. In this policy, Head of Academic Support is used to refer to both roles.*

Bedford School is an academically selective independent day and boarding school for pupils age 7 - 18. The School maintains a focus on high aspirations and expectations for young people with special educational needs and disabilities (SEND) and seeks to provide an education which will enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Provision for students who are more able is outlined in the school More Able, Gifted and Talented Policy.

The School aims to enable pupils with SEND to achieve their potential by adopting a whole school approach to supporting their learning. The School has a tiered programme of support for SEND pupils comprising in-class differentiation, small-group intervention, and 1:1 support, which is aligned with the wider school curriculum.

The School intends to maintain and improve access to the curriculum for disabled students by adjusting, within reasonable limits, the provision of education to meet their learning needs, and by making access arrangements for the curriculum, including examinations. Further detail of this can be found in the school policy on Assessment for Access Arrangements.

Whilst disabled access around the school site is limited in some areas due to the fact that it is spread over a large area and incorporates several listed and numerous older buildings, the School is committed to improving disabled access within its development programme and consideration is given to this in all refurbishment and new build projects. Further detail of this can be found in the School Accessibility Plan.

This policy has been informed by the following legislation and regulations:

The Children and Families Act 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

## **ASSESS - Assessment of SEND**

### **Admissions**

The school operates an inclusive admissions policy, within the bounds of academic selectivity, and SEND needs are taken into account during the admissions process. The school will make reasonable adjustments to remove any substantial disadvantage disabled pupils may face compared with non-disabled pupils. The school's decision on whether it can cater adequately for a pupil's needs by making reasonable adjustments depends on: whether the adjustment will remove the substantial disadvantage; the cost of the proposed adjustment; the resources available internally or from external providers; the practicability of making the adjustment; the need to maintain academic, musical, sporting and other standards; health and safety requirements; and the interests of other pupils including those who may be admitted to the school; and the school's charging structure generally.

The school allows eligible pupils access arrangements such as extra time in the written Maths and English entrance exams. Eligibility is decided using the same criteria as published in the Joint Council Qualification (JCQ) guidelines for GCSEs. Before transition, the School liaises with feeder schools and parents regarding future pupils' special educational needs. Please see the school Admissions Policy for further information.

### Screening

During their first year at the Prep School, pupils sit the Progress Test in Maths and in English (PTM and PTE), and the Cognitive Abilities Test 4th Edition (CAT4). During their first year at the Upper School, pupils sit a literacy assessment and either MidYIS or YELLIS tests. These tests, in conjunction with other assessment results are used to indicate whether a pupil may have a specific learning difficulty. The Academic Support Department will inform parents if there is cause for concern and carry out further screening and, where appropriate, recommend further testing by a specialist assessor. The Head of Academic Support maintains a register of pupils screened, outcomes and next actions. This information is also available to all staff on the Edukey Provision Mapping system.

### Referrals

When parents and/or teachers suspect that a pupil has SEND, the pupil is referred, through the Tutor, Housemaster, or Class Teacher to the Head of Academic Support. The Head of Academic Support will liaise with relevant teachers and collect feedback through Edukey so that it is documented centrally. The Head of Academic support may also observe the child where possible, make an initial assessment and will either recommend classroom support strategies to address a potential need or seek parental permission to carry out screening tests with the pupil as above, or using any other appropriate screening method.

## PLAN - Planning provision

### Whole School

The Head of Academic Support reviews school tracking data annually to monitor the progress of all pupils with SEND in relation to all other pupils, and to screen for pupils with SEND. Actions to address need are identified and each pupil is allocated to one of the tiers of support outlined below. The decision as to which tier of support a pupil is taken by the school, and depends on each pupil's individual circumstances.

The decision is based on a range of criteria including any SEND or pastoral needs, PTM, PTE, CAT4, MiDYIS or YELLIS data, Attitude to Learning (PS) or Learning Behaviour (US) and attainment grades, and feedback from Class Teachers, Tutors, Housemasters and Heads of Department. Where the school identifies that a pupil needs additional support, parents are contacted by tutors and proposed actions are discussed before a support strategy is agreed through consultation with parents, tutor, subject teachers, Head of Year (PS) / Academic Year Head (US) and the pupil involved. The Head of Academic Support oversees and monitors the implementation of these tiers of support.

## Individual

The Head of Academic Support identifies individual classroom support strategies for all pupils with SEND and communicates them to class teachers through Edukey's Provision Map. The system creates a learning plan for each individual pupil which gives details of any formal diagnosis, their strengths, difficulties, classroom support strategies and exam access arrangements. The pupils' views are also included in the plan. Pupils are asked to reflect on what they are good at, what they find difficult, how teachers can help them as well as the best strategies staff should use in lessons. Provision Map allows all staff to view the SEND and EAL information for the pupils they teach. A pupil's Learning Plan is reviewed on a termly basis and is the document the School uses in place of the Individual Education Plan. The system also documents any provision (support) that is in place for a pupil. The teacher leading the provision is able to review the impact of this. Historic provisions are recorded on the system allowing the Head of Academic Support to build up a detailed history of need. This will be used to help inform what support is appropriate for an individual pupil.

## DO - Implementing Support

### Types of support available

The School has a tiered programme of support for SEND pupils comprising in-class adjustments and support, small-group intervention, and 1:1 support, which is aligned with the wider school curriculum. The school does not make any additional charge for this support. Day-to-day support for pupils with SEND is delivered through Quality First Teaching and where necessary the use of additional resources in the classroom and through the school's tutoring system. Some SEND students who do not make satisfactory progress may reduce their curriculum and take small group Academic Support lessons. The decision as to which tier of support a pupil is taken by the school, and the school liaises closely with parents at the planning stage of this support, as detailed above.

### Tier One: Quality First Teaching

Teachers use Quality First Teaching strategies to ensure lessons meet the needs of pupils with specific learning difficulties. These strategies are tailored to each individual pupil by the Head of Academic Support based on screening and assessment information, and are communicated to teachers through Provision Map, INSET and individual liaison where appropriate. The quality of teaching is reviewed by the Core Management Team and Line Management through the school performance appraisal system, which includes appraisal of provision for SEND in the classroom. Outcomes for students are monitored via the review of whole school tracking data carried out by the Head of Academic Support.

Quality First Teaching strategies may include providing pupils with verbal and visual instructions, check lists for tasks and ensuring information is broken down into chunks, writing frames for extended answers, movement breaks, prompting a boy to help with focus, seating pupils with supportive peers and in an appropriate position within the classroom.

Every effort is made to ensure SEND learners are able to access the full curriculum and teachers must take into consideration their needs when planning and delivering lessons and setting assignments.

As the School embeds Edukey subject teachers are encouraged to:

- Make every effort to include and support SEND learners in all aspects of the lesson
- Consult Edukey Provision Map to ascertain SEND learners' level of support (wave 1, 2 or 3), formal diagnoses, strategies to support as well as pupil voice and existing support provisions
- Make a seating plan to ensure all SEND learners are included and supported in lessons
- Provide SEND learners with an up-to-date list of key terms for units of study and make active use of it to support learning
- Anticipate potential areas of difficulty for SEND pupils and address them in lesson plans and classroom practice
- Provide clear instructions for classroom activities and support for prep/independent learning tasks
- Track and evaluate the progress of SEND pupils and implement support interventions as appropriate
- Raise any concerns regarding progress of SEND learners promptly with the Head of Academic Support

As the School embeds Edukey Heads of Department are encouraged to:

- Include a focus on provision for SEND learners when conducting lesson observations
- Conduct at least one learning walk per academic year with the Head of Academic Support with a focus on provision for SEND pupils
- Devote time in departmental meetings, when appropriate, to sharing feedback from observations and learning walks concerning provision for SEND pupils
- Track and evaluate the progress of SEND pupils and implement support interventions as appropriate

### Tier Two: Small Group Academic Support Lessons

The school runs a programme of small group academic support lessons for pupils who are not making satisfactory progress or who are at risk of significantly underachieving. These academic support lessons are integrated with the main school curriculum and follow a planned curriculum. In the Upper School these lessons may cover literacy, numeracy, science, and key study skills, with flexibility for independent working built in as pupils move up the school. In the Prep School the lessons consolidate work complete in class in collaboration with the subject teacher. Although these small group lessons are not exclusive to pupils with SEND, they are taught by specialist teachers and are more tailored to the individual needs of pupils with SEND. Intervention runs for between half a term and two academic years depending on where the pupil is in the school. The effect of intervention and progress made is monitored by the Head of Academic Support together with the school Year Heads (PS) / Academic Year Heads (US) and Deputy Heads (Academic). The aim is for pupils to revert to the full curriculum wherever possible. These are small group lessons with (ideally) a maximum of 6 pupils per group.

### Tier Three: 1:1 Academic Support Lessons

Where anticipated progress is not made in Tier Two, or where the school views that it is more appropriate for a particular pupil, the school runs intensive individual intervention programmes for pupils with a diagnosed SEND. In addition, pupils with a diagnosed SEND in the exam years have the

option to have up to three 1:1 Academic Support lessons per term to get tailored support for independent study skills and help with achieving their potential in the school curriculum. These lessons are subject to timetable restrictions and specialist teacher availability.

## **Additional Provision**

Revision and study skills clinics are run through the year for targeted pupils, including those with SEND. Pupils and their teachers can request additional guidance from the Academic Support department with revision and study skills for an individual boy. These can include weekly academic mentoring meetings as well as 'drop-in' sessions. In the Sixth Form, students with SEND are encouraged to manage their own learning and make independent decisions to fit with their career aspirations. Pupils are also encouraged to access the subject specific clinics, which are run by individual subject departments.

In the Prep School lunchtime clinics are available for pupils who need additional help – these are 'drop-in' sessions. There are small group reading groups which run during tutor times as well as additional small group support for Mathematics is available. Assemblies are given by the Head of Academic Support on study skills and revision techniques in readiness for internal assessments.

### **Internal examinations and tests**

Pupils who have an educational psychologist's or school-acknowledged specialist teacher's report that meets the Joint Council for Qualifications (JCQ) requirements for access arrangements may receive access arrangements such as extra time in external examinations and tests. In the Upper School JCQ will only accept assessments that have been completed by an assessor as approved by the School and completed no earlier than the start of the Fourth Form. In the Prep School pupils who have met the required thresholds may receive access arrangements from Year 5. The Head of Academic Support maintains a record of access arrangements awarded and evidence obtained in the SEND register, detailed on Provision Map.

### **External examinations**

Where the school has evidence which meets exam board regulations, pupils with SEND are awarded Access Arrangements for GCSE, GCE and IB examinations. The Head of Academic Support and Examination Officer and Director of IB are responsible for access arrangements in IGCSE, GCE and IB examinations. The Head of Academic Support maintains a record of access arrangements awarded and evidence obtained in the SEND register.

## **REVIEW – monitoring progress**

### **Progress tracking and reporting**

The school has chosen not to implement a separate reporting system for students with SEND. Progress of students with SEND is reported to parents termly through the whole school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of individual students with SEND.

At whole-school level, the Head of Academic Support reviews school tracking data with the Deputy Heads Academic, the Head of Academic Improvement and Head of Year (PS) / Academic Year Heads (US) to monitor the value added and average grades of all pupils on the SEND register in relation to all other pupils, and to screen for pupils with SEND. School Governors monitor whole school SEND provision through an annual report to the governors by the Head of Academic Support.

## Pastoral Needs of pupils with SEND

The school is committed to safeguarding the emotional well-being of all of its pupils, including those with SEND. Where pupils have specific pastoral needs in the classroom, support strategies are communicated to class teachers through the Academic Support Report. On admission to the school, tutors and Housemasters are briefed on the needs of any of their pupils with SEND and the Head of Academic Support works closely with tutors, Housemasters, Academic Year Heads and Assistant Heads Pastoral to ensure the wider pastoral needs of pupils with SEND are met.

The Prep School deliver weekly Personal Development (PD) lessons. The current curriculum follows the guidelines laid out by the PSHE association, with the knowledge, skills and understanding being taught in three interrelated sections. It also regards the School values (Endeavour, Responsibility, Integrity, Curiosity and Kindness. **The Prep School also has a Reading/ Therapy Dog to support pupils with any pastoral needs.**

The Upper School runs a programme of education on valuing and encouraging diversity through its Citizenship programme to foster a welcoming and inclusive environment for all pupils. Where pastoral needs arise, all pupils are encouraged to talk to senior pupils, Monitors, tutors, Housemasters, House Matrons, the School Chaplain, Assistant Heads Pastoral, the Vice Master (or Deputy Headmaster), the Headmaster and the School Counsellor to seek support.

### In-service training for teachers

The school runs a SEND CPD (continuing professional development) programme comprising formal INSET (IN-Service Training day), seminars and workshops. In addition, the Academic Support teachers work with individual subject teachers in their classrooms over a period of half a term to a term to disseminate specialist teaching expertise around the school by helping the subject teachers tailor their own teaching to meet the needs of specific pupils they have in their classes.

## Expertise in school

The school requires the School SENDCo to have the Postgraduate Certificate in Education (National Award for Special Educational Needs Co-Ordination). Specialist SEND teachers are required to be qualified teachers with experience of working with students with SEND and are supported in obtaining formal SEND qualifications.

### Parental involvement

Prior to new pupils joining the school, the Head of Academic Support liaises with parents and feeder schools to set up required support and ensure the pupil's needs can be met by the school. The Head of Academic Support contacts parents of new pupils with SEND during the transition process to discuss students' needs and review the support strategies put in place for them. Progress of students with SEND is reported regularly to parents through the school reporting system. Tutors,

Housemasters and the Head of Academic Support liaise with parents as required to ensure the needs of pupils with SEND within the school continue to be met. The school liaises closely with parents throughout the process of deciding which tier of SEND support should be put in place for each pupil as detailed above.

#### [Links with external organisations](#)

The school employs a qualified teacher, assessor and dyslexia specialist who has an Assessment Practicing Certificate (APC). The APC underpins a specialist teacher's competence to undertake full diagnostic assessments for Dyslexia/Specific Learning Difficulties. All APC holders are listed on the SpLD Assessment Standards Committee (SASC) website. The school also employs an independent school counsellor who gives support to students, staff and parents. The School can provide information about educational psychologists, occupational therapists, the School's acknowledged specialist teacher, local and national voluntary organisations which offer advice on special educational needs, and other professionals in the field.



## School SENDCo

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Qualifications: BA Hons, PGCE, Postgraduate Certificate in Education (National Award for Special Educational Needs Co-Ordination)

## Head of Academic Support in the Prep School

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Qualifications: BA Hons degree in Education, Level 7 Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia), Certificate for Teachers of Learners with Specific Learning Difficulties.

## SEND Advocates on Core Management Team

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