



ABINGDON

Abingdon School Learning Support and SEN Policy

Principles:

Abingdon School is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with special educational needs as defined in the Special Educational Needs Code of Practice 2001:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or*
- (b) (b) have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age.”*

The School is keenly aware that addressing individual learning needs is the key to boys' success. This policy seeks to inform teaching and learning throughout the School as well as seeking to ensure that provision for children with special educational needs is made. Provision is a matter for the School's Governors, Head Teacher, in her role as SENCO, and all other members of Common Room.

The School in Context:

Abingdon is an independent day and boarding school for boys from 11-18 years. Entry to the School is through the Abingdon School Entrance Examination, Scholarship or Common Entrance Examination. Boys for whom English is not their first language are given an additional assessment. The School's curriculum is suited to the needs of the more able pupil but among the School population there is average representation of mild/moderate specific learning difficulties, mild/moderate dyslexia, mild/moderate dyspraxia, low level attention deficit hyperactive disorder and some mild communication disorders such as Asperger's Syndrome and semantic pragmatic language disorders.

The School has a small Learning Support Department consisting of a full time Learning Support Coordinator, a Learning Support teacher, a part-time (one day per week) specialist teacher for children with specific learning difficulties and a part-time (one day per week) teacher who offers Maths tuition.

Aims:

- To implement good practice following the guidelines of “The Code of Practice for SEN” (DfES 2001) and “The Disability Discrimination Act” 2001.
- To meet the needs of those boys identified as having a specific learning difficulty or special educational need.
- To ensure that no boy is discriminated against, in any area of school life, on the basis of his learning difficulty or disability.

Objectives:

- To identify, at the earliest opportunity, any boy who may have a specific learning difficulty or special educational need.
- To ensure that all School staff are aware of each boy's needs so that such needs may be the shared responsibility of all staff. *"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility."*
- To ensure that all boys' records include information relating to their individual needs, the interventions that have been provided and their outcomes.
- To conduct regular review of the boys' progress.
- To work in partnership with the boys' parents at all stages.
- To include the boys themselves in the decision making about the type of intervention and the targets for action.
- To provide a regular INSET programme for staff.
- To provide support for staff so that each is able to respond, with the appropriate professional skills, to the individual needs of the boys.

Admission Arrangements:

The method of selection for admission to Abingdon School varies according to age (see the School's Admissions Policy), and is designed foremost to assess the boy's potential to flourish within the school's fast-paced academic programme. Treating boys as individuals is important to the school, and it welcomes boys with a specific learning difficulty or special educational need, provided that their needs can be met by the making of reasonable adjustments and that their admission is compatible with:

- The provision of efficient education for the boys with whom they will be educated.
- The efficient use of resources.

Should any boy have an identified specific learning difficulty or special educational need, the parents are expected to provide any relevant reports e.g. educational psychologist reports or medical reports, when making application for admission.

Before boys undergo the usual assessment procedure for their age, their parents are urged to talk to the Registrar, well in advance, about any special access arrangements such as extra time: usually an educational psychologist's report, recommending the special arrangements, will be necessary.

Disabled Students:

- Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning will aim to include students with disabilities.
- Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert agencies
- This SEN policy has regard to the School's Disability Accessibility Policy.
- Parents are urged to discuss with the Registrar any reasonable adjustments that would need to be put in place well in advance of application for a place in the school.

Statemented Pupils:

- Abingdon School will comply with the requirement to conduct an Annual Review of Statement, in conjunction with LEA advisors, for all boys with an LEA statement of need.

Procedures:

- Provision for boys with a specific learning difficulty or special educational need is a matter for the School as a whole. All members of staff have important day- to- day responsibilities and are expected to be aware of the learning needs of all the boys that they teach and to take reasonable steps to address each boy's need.
- All boys with an identified specific learning difficulty or special educational need and those who have received support from the Learning Support Department are listed on the Learning Support Register, which is updated and distributed termly to all members of the teaching staff. Information relating to the specific learning difficulty or special educational need and the support given is recorded on each boy's information page on the School's database (Schola). All teachers are expected to refer to the relevant database information pages in order to keep fully informed of the boys' needs and the recommendations for support that have been made. Teachers should identify, in their mark books, the boys who are on the Learning Support Register and note the nature of each boy's learning difficulty.

Identification:

- In line with paragraph 5.11.SEN Code of Practice 2001 we do not regard identification of need as a single event but rather a continuing process.
- Some boys enter the School with an identification of need already having been made by an educational psychologist or another professional, but the School has in place a number of trigger points at which the identification of a specific learning difficulty might be made.
- Screening tests in reading and spelling are given in the second half of the Michaelmas Term for first year boys and for third year boys in the first half of the Lent term.
- MidYIS tests are conducted in the Michaelmas Term for first year and third year boys. These serve to give further information about any boy who is referred to the Learning Support Department.
- The Learning Support Coordinator meets with the Deputy Head Academic after each series of School exams and discusses which boys should be referred to the Learning Support Department.
- Teaching staff make referrals when there are concerns about a boy's work.
- Housemasters make referrals after concerns expressed on a boy's report.
- Boys, or their parents, may request intervention from the Learning Support Department.
- A member of the Learning Support Department conducts a screening test for specific learning difficulties on all boys who are referred to the Department for any intervention.
- The Learning Support Coordinator contacts the parents of all boys who are referred to the Department and keeps them informed of the results of any screening or interventions that have been put in place. The Learning Support Coordinator recommends for parents to arrange a full assessment by an educational psychologist if it is felt that there are indications of a specific leaning disability or special educational need. This assessment must be arranged and paid for by the parents.

Intervention:

We aim to provide a graduated response to match each boy's level of need. At each stage boys are encouraged to take an active role in managing their learning difficulties and parents are kept fully informed of the actions and interventions at all stages, either by email or telephone contact or by arranged meetings: a copy of the information given is sent to the boy's tutor and housemaster.

These forms of intervention are:

- Additional intervention by the teacher within the context of day-to-day classroom teaching.
- Withdrawal lessons in a 1:1 situation for assessment provided at no extra cost.
- Longer-term 1:1 support with a focus on clearly defined learning difficulties. (This is payable as an extra by parents after the first six lessons)
- Study skills sessions recommended by the Deputy Head Academic as a result of poor performance in end of year exams.

Parents have the overall responsibility for taking decisions about the management of their child's difficulties. Parents who would prefer to have a formal assessment instead of learning support should make their own arrangements but must ensure that the School is given copies of all advice and reports received.

Parents may opt for additional support outside the School, provided that the teaching is at times that fit with the remainder of the curriculum timetable and community life of the School.

The Role of the Governing Body:

The Governing Body's arrangements for coordinating Learning Support and SEN provision follow the Special Educational Needs and Disability Act 2001, modifying its suggested Code of Practice to reflect the differences in governance between maintained and academic selective independent schools.

The Governing Body asks one Governor to take particular interest in Learning Support and SEN issues and to arrange an annual meeting with the relevant staff to review Learning Support and SEN provision.

Governors are responsible for overseeing school self-review and, with the Head, decide the School's general policy and approach to meeting boys' learning support and special educational needs. The Governors will ensure that:

- They are fully apprised of the developing and monitoring of the School's Learning Support and SEN policy.
- All Governors, especially any with SEN responsibility, are up-to-date and knowledgeable about the School's SEN provision.
- SEN and Learning Support provision are part of the School's development plan.

The Role of the Teaching Staff:

"All teachers are teachers of children with special educational needs" SEN Code of Practice: 2001

Teachers should:

- Identify in their mark books, all boys on the Learning Support Register and make a note of their specific learning difficulty or special educational need.
- Ensure that they have up-to-date knowledge of the implications of the specific learning difficulty or special educational need of boys on the Learning Support Register and implement the appropriate recommended strategies in their classroom teaching. In the main, the specific learning difficulties identified are: dyslexia, dyspraxia and Asperger's Syndrome.
- Discreetly, but positively, reinforce the learning of the boys on the Learning
- Support Register.

Arrangements for Coordinating and Monitoring SEN and Learning Support:

The School has a Learning Support Coordinator, Christine Cross, who is responsible for overseeing the learning support arrangements in the School and for monitoring the progress and needs of boys with a specific learning difficulty or special educational need.

The Learning Support Coordinator is responsible for:

- Maintaining the Learning Support Register.
- Maintaining information on the School database relating to the learning support received and identified needs of boys on the Learning Support Register.
- Liaising with subject staff about boys on the Register.
- The day-to-day management of learning support and SEN provision.
- Contributing to the School's INSET programme.
- Updating staff on changes to boys' needs.
- Teaching supported pupils and organising and overseeing additional teaching support.
- Overseeing whole school screening and liaising with parents.
- Identifying boys with possible learning difficulties and advising parents how to seek further professional assessment.
- Liaising with parents regarding Learning Support provision and its outcomes.
- Organising and conducting annual reviews for statemented pupils.
- Liaising with the Deputy Head Academic to monitor progress of pupils and to identify those in need of support.
- Liaising with the Registrar with regard to the access arrangements of applicants who have educational psychologist assessments or Local Authority Statements of Special Educational Need.
- Liaising with the School's Examinations Officers to provide information relating to the access arrangements required for boys for both school and external examinations.
- Liaising with external agencies and educational psychologists, as required.
- Reviewing boys on the Learning Support register with housemasters.
- Contributing to the Academic Committee meetings and The Head of Department meetings.
- Reporting annually to the Head Teacher to review the Learning Support and SEN provision.

Chris Cross

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