Special Educational Needs and Disability Policy.

incorporating:
Everybody Included: Special Educational Needs and Disability Code of Practice: 0 to 25 years published by the Department of Education and the Department of Health, July, 2014. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

This policy applies to all pupils, including those in the Early Years Foundation Stage
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This policy should be read in conjunction with the Twyford School Policies:
Able Gifted and Talented Policy
Equal Opportunities
Accessibility Plan
PSHE Scheme of Work and Policy
EAL Policy
Aims and Curriculum Policy
1 INTRODUCTION
This policy was reviewed in November 2014 to take into account the Special Educational Needs and Disability Code of Practice (SEND): 0 to 25 years published by the Department of Education and the Department of Health, July, 2014. It was further updated in June 2016.

1.1
The Learning Skills Department is an integral part of Twyford School. Learning Skills teachers work with children and staff throughout the school. The emphasis is on identifying and supporting children with Special Educational Needs (SEN) in partnership with subject teachers, class teachers, tutors, teaching assistants, parents and outside agencies where appropriate.

2 AIM OF THE POLICY
2.1 The aim of the policy is to detail the provision that the school makes for children with special educational needs, in order for such children to reach their full potential. The policy makes it clear that the provision for SEN pupils is the responsibility of all staff at the school and that, in order to maximise the provision, it is essential that there is good liaison between staff, parents, outside agencies and the children themselves.

3 DEFINITION OF SEND IN RELATION TO TWYFORD SCHOOL
3.1 A child at Twyford is defined as having a Special Educational Need or Disability if he or she requires some educational provision that is additional to, or different from, the educational provision made generally for other children in the school in the same year group. This can additionally include children who have more complex needs that prevents or hinders them from making use of the educational facilities that are provided for other children of the same age and requires an integrated assessment and where appropriate, a single Education, Health and Care Plan (EHCP).

4 SCHOOL'S OBJECTIVES
4.1 The school’s objectives in relation to SEND are:

- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs in order that they have full and equal access to a broad and balanced curriculum within the school. By doing this effectively we aim to increase the self-esteem and self-image of each individual child and ensure that he or she achieves his or her full potential. Children who are gifted are also recognised as being on the SEND spectrum. The identification and provision for able, gifted and talented pupils is the responsibility of the Head of Teaching and Learning, Mrs Fiona Kelly.

- To satisfy the requirements of the Education Reform Act 1988 and subsequent amendments to this Act, that all children should have equal access to the National Curriculum (or the Twyford Curriculum where the National Curriculum is not followed by the school), taking into account children’s strengths and weaknesses. This means that teachers may be required to differentiate by task or outcome for children with SEND. It is the responsibility of teachers to respond to children’s diverse learning needs.

- To involve the parents, class teachers, subject teachers, Learning Skills staff, outside agencies (where appropriate) and children, in decisions about the provision so that the assessment of all these people can be considered before action is taken.

- To make the best use of the available resources (both human and material) for helping children with SEND.
• To have regard to the Special Educational Needs and Disability Code of Practice (DfE and DFH, 2014).
• To have regard to the Disability Discrimination Act (DDA), 1995 – this Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEND, but may still have rights under the DDA. We will assess each child on an individual basis and make the appropriate provision, based on identified needs. We have regard to the Equality Act 2010.
• To ensure those children with Special Educational Needs and Disability are identified and assessed as early as possible and the appropriate provision made for them. The progress of these children must be monitored and reviewed regularly and further provision made if necessary. Children may have special educational needs either throughout their time at Twyford or for only part of the time they attend the school.

5 GENERAL ADMISSIONS POLICY
5.1 There is no discrimination on the grounds of race, creed or gender. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that Twyford cannot make the appropriate provision for a particular child, although the school recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil under the SEND Code of Practice. The school has a Learning Skills Department with some specialist resources for children with SEND, as detailed in this policy. The school buildings have not been fully adapted for wheelchair users but all recent new buildings have wheelchair access. For pupils with an Educational Health and Care Plan. (the EHCP replaces the former Statement and Learning Difficulty Assessment, COP 2004), we will endeavour to provide an education which meets their needs as specified by their EHCP. It is likely that some pupils in possession of an EHCP cannot be accommodated at Twyford School due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. Where possible, this will form part of discussions during the admissions process.

6 SPECIAL NEEDS PROVISON
6.1 Teacher Staffing
Although all staff at Twyford has a responsibility to provide adequately for children with special educational needs, the co-ordination of that provision and specialist teaching of some of the children is undertaken by the Learning Skills Department. The Head of the Learning Skills Department is Mrs. Angela Browning. Mrs. Browning is a part-time member of staff responsible for coordinating all special needs provision within the whole school. She has the following responsibilities, in addition to the normal duties of a Head of Department at Twyford School:

• managing the day-to-day operation and application of the SEND policy;
• liaising with Mrs Paula Bailey, who has responsibility for coordinating the provision for and managing the children for whom English is an Additional Language (EAL);
• supporting and advising colleagues;
• overseeing the records of all children with SEND;
• coordinating communication with parents (together with other Learning Skills staff);
• acting as the School’s link with external agencies and other support agencies;
• monitoring and evaluating the SEND provision, and reporting to the Headmaster and governing body;
• managing a range of resources both human and material, to enable appropriate provision to be made for children with special educational needs;
• contributing to the professional development of all staff, including in-service training;
• identifying pupils who might need special access arrangements in internal and external exams and taking the necessary action to ensure these arrangements are put in place.

The Learning Skills Department has the following part-time members:
Specialist teachers:
In the Prep: Mrs Paula Bailey (also Head of EAL), Mrs Nicole Droulez, Mrs Angela Browning.
In the Pre-Prep: Mrs Joanne Copley.

The professional responsibilities of teaching staff in the Learning Skills Department are the same as for those of teachers in the school in general. The Learning Skills Department liaise with the Second Master, Mr. Greg Bishop; Director of Studies, Mr. Alistair Gibb; Head of Teaching and Learning, Mrs. Fiona Kelly; Head of Pre-Prep, Mrs. Karen Rogers.

6.2 Support
Classroom Assistants work under the direction of the Heads of Department and Class Teachers, although the Learning Skills Department staff are also consulted as and when appropriate. The Classroom Assistant will work with all children but the provision of such staff ensures that Class Teachers or the Classroom Assistant will have more time to work with children who might require additional Learning Skills within the classroom.

6.3 Extra Staffing
We occasionally make school premises available for suitably qualified external professionals to come into school to offer support to individual children whose needs are such that they cannot be met by the staffing resources of the school. This additional provision is likely to follow advice from an Educational Psychologist or Specialist Teacher, and could include Occupational Therapist, Play and Behavioural Therapist, Speech and Language Therapist. Such staff are employed by parents based on private arrangement. If granted use of school premises, external staff will operate within our security clearance procedures (with regard to Child Protection and Safer Recruitment Policies).

7 AIMS OF THE LEARNING SKILLS DEPARTMENT
7.1 The aims of the Learning Skills Department are:
   a. To ensure those children with Special Educational Needs and Disability are identified as early as possible.
   b. To initiate assessments of children’s Special Educational Needs and Disability when it is considered appropriate. Some assessments based on registered Class Teacher’s ‘Concerns’ are done by suitably qualified members of the Learning Skills Department. Some of these ‘Concerns’ are then recommended for external assessment by outside agency professionals.
   c. To identify a child’s strengths and weaknesses from the assessment and use this information when devising
      i. advice for classroom provision- ‘Concern’ form feedback to Class Teachers;
      ii. an Individual Education Plan (IEP) for 1:1 LS provision;
      iii. External Professional Recommendations for staff information and either option i or ii above for that child.
   d. To ensure that all staff are made aware of the needs of all children with Special Educational Needs and Disability and are given help and advice on how to provide for these children.

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e. To liaise with children, parents, staff and outside agencies (when appropriate) in order to make
the best possible provision for children with Special Educational Needs.

f. To provide teaching for children with Special Educational Needs and Disability (either
individually or in small groups) taking into account their strengths and weaknesses. We aim to give
the children more confidence by building on their strengths and teaching them strategies for addressing their
specific difficulties. Care is taken when planning individual withdrawal lessons. If a lesson is missed, the
class/subject teacher will help to provide any material needed for making up the lesson the child has
missed. Class and subject teachers will be consulted when planning for withdrawal. In some situations it
may be considered appropriate that a pupil should be supported in class, rather than being withdrawn
from class. We encourage positive participation of pupils who are withdrawn.

g. To monitor, together with the Head of English, Heads of Paired Years and Pre-Prep Head, the
annual progress of all children in the school with regard to reading and spelling and to monitor in more
detail the progress of all children on the Special Educational Needs and Disability Register.

h. To maintain Twyford’s SEND register and to oversee all record keeping of SEND children.

i. To contribute to the in-service training on SEND for staff, including using outside agencies.

j. To ensure that the work of children with special educational needs is acknowledged in class
displays, assemblies etc.

k. To keep the Headmaster and Governors informed on the provision for SEND children at
Twyford.

8 IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

8.1 Twyford aims to identify children with Special Educational Needs and Disability as soon as possible
so that extra provision can be initiated at the earliest opportunity. Initial screening of children on the
school waiting list to join the School may take place and it is possible to identify a child with Special
Educational Needs and Disability before he or she starts school. If we have concerns about a child before
he or she starts at Twyford, as a result of our assessment procedures, the parents are informed. A
number of children will join us with their needs already assessed. The Parent Contract requires parents
to inform the School of any assessments and/or provision made for Special Educational Needs and
Disability in previous schooling. Various forms of testing and assessment are employed in the normal
course of teaching. The information provided by all these assessments, as well as information from the
class and subject teachers, and or the parents, can alert the Learning Skills staff to a child who has
Special Educational Needs and Disability.

8.2 Children will have reading and spelling tests so that progress can be monitored by teachers, and
concerns are regularly passed on to the Learning Skills staff. Individuals who may require extra provision
can then be internally assessed by Learning Skills teachers. Sometimes children have a particular
difficulty with study skills or comprehension; identification of need in such cases is made by the class or
subject teacher, after consultation with parents, supported by pupil assessment data, work samples and a
statement of Concern, using a ‘Record of Concerns’ form.

8.3 All staff are responsible for assessing the progress of all pupils by a variety of means and these tests
can alert staff to any learning difficulty.

8.4 Pupils for whom English is an additional Language. At Twyford we take all reasonable steps
provide opportunities for children whose first language is not English to develop and use their home
language in play and learning, supporting their language development at home, ensuring they also have
sufficient opportunities to learn and reach a good standard in English language. The Head of Learning
Support, Mrs Angela Browning, liaises with Mrs. Paula Bailey, who is responsible for coordinating the
assessment of pupils with EAL and monitors their progress. She maintains an EAL register. Mrs Bailey
communicates closely with form teachers, tutors, subject teachers and parents. Individual decisions about
specific support for EAL issues are made in each case. Each child’s support plan is reflected on the register. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific personal support plan (IEP) will be made. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, the Head of Learning Skills and parents of those pupils for whom English is an additional language. Please also see EAL Policy, Aims and Curriculum Policy, and Equal Opportunities Policy.

9 SEND REGISTER

9.1 The school follows the guidelines in the SEND Code of Practice 2014 and has a Register for pupils with Special Educational Needs and Disability. The SEND Register identifies pupils at different stages within the Twyford Learning Skills Department. Placement of a pupil on this SEND Register will only happen following an initial electronic Record of Concern with the Head of Learning Skills and subsequent investigation as set out below. The SEND Register is stored in iSAMS.

Pre SEND Register Stage – Record of Concern (recorded on register in Blue writing if presently under action)

- Monitor ISAMS Blue category
- LS1 ISAMS Yellow category
- LS2 ISAMS Red category
- EAL ISAMS Grey category

Pre-SEND Register Stage - Record of Concern:
A teacher, parent, or other external professional, expresses initial concern. The child’s teacher informs the Head of Learning Skills via an electronic Record of Concern form and the child’s name is put on the Concerns list within the SEND register. The child’s teacher is responsible for gathering information and samples of work, writing an outline of the child’s difficulties and informing and collating information from the parents. In most cases the teacher will give extra help within the normal class setting and will keep a record of the nature and aims of the extra provision and its effectiveness, for at least half a term. This intervention is registered on the Record of Concerns form and an updated copy is sent to the Head of Learning Support. Many of these children on the Concerns Stage will need work to be differentiated for them and this should be reflected in the teachers’ planning documents. If there is a child on the ‘Concerns’ list of the Register who no longer is a cause for concern, he or she can be removed from the Register and the parents will be informed. In some cases the child has needs that cannot be met by the classroom teacher alone, at which point the parents are asked for permission and a brief assessment is carried out by a member of the Learning Skills staff., Advice is given for further action steps, which may be to move to one of the following stages.

COP Stage 1-Blue Stage: Monitor: At the Monitor stage, some short term intervention may be put in place, usually as part of an LS group or in a short term 1 to 1 course of LS lessons. There is an outline scheme of targeted work planned and evaluated, but no IEP as such. If these short term interventions are deemed to be no longer needed by teachers, parents and pupils, the pupil is placed back on the ‘Concerns’ stage list.

COP Stage 2-Yellow and Red Stages: Learning Skills 1 and Learning Skills 2 (If a child is placed at LS1 and LS2 on the Register, a detailed assessment of the needs of that child is then carried out. A
Specialist Teacher normally does this, although sometimes it might be more appropriate for an outside agency to conduct the assessment. In particular, where a pupil is approaching external exams (Common Entrance or Scholarship) some senior schools require a report from an Educational Psychologist in order to validate access arrangements. Parents are invited into school to discuss the assessment, with their views being taken into consideration when planning appropriate provision within the School. Copies of this assessment are put on the child’s school file and in his or her SEND file, which is kept in the Learning Skills Department. A member of the Learning Skills staff will then review all the available information on the child and draw up an IEP, in consultation with the form teacher and send a copy to parents and all staff who teach the pupil. All IEPs are stored in pd format on iSAMS. Many of the children at Twyford who are on LS 1 and 2 of the SEND Register have individual lessons taught by the staff of the Learning Skills Department. The difference between LS1 and LS2 is the level of need of the individual pupil, with LS2 indicating more than one LS lesson per week. The parents do not pay for these lessons. There are some parents who prefer that their child receives extra help outside of school hours and in these cases liaison between the school and the support teacher can be more difficult; in these instances the Head of Learning Skills will maintain links through the parents. The IEPs of all children who have Learning Skills lessons at Twyford are reviewed twice a year, following testing at the end of October and at the end of April. IEP Outcomes are sent out in November. New IEPs are created for the end of November and May with pupils, parents and teachers involved in this review and setting of new learning targets. The Learning Skills staff consult with the children and the appropriate teachers in the setting of the new targets set in the IEP and parents are notified of the new IEP on the parent portal and invited to respond to the setting of new targets. Contributions from parents are then added to the IEP. If a child has made good progress then it might be the recommendation of the Learning Skills Department that he or she no longer requires extra provision and the child can then be moved back to the Monitor stage with only differentiated classroom provision being necessary. Class teachers/subject teachers have access to IEPs through iSAMS. Originals are also placed in the LS drive, within the LS Department as a Working Folder document.

**Grey Category: Pupils for whom English is an additional Language.** At Twyford we take all reasonable steps provide opportunities for children whose first language is not English to develop and use their home language in play and learning, supporting their language development at home, ensuring they also have sufficient opportunities to learn and reach a good standard in English language. The Head of Learning Support, Mrs Angela Browning, liaises with Mrs. Paula Bailey, who is responsible for coordinating the assessment of pupils with EAL and monitors their progress. She maintains an EAL register. Mrs Bailey communicates closely with form teachers, tutors, subject teachers and parents. Individual decisions about specific support for EAL issues are made in each case. Each child’s support plan is reflected on the register. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific personal support plan (IEP) will be made. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, the Head of Learning Skills and parents of those pupils for whom English is an additional language. Please also see EAL Policy, Aims and Curriculum Policy, and Equal Opportunities Policy.

**Beyond SEND Code of Practice Stage 2:** In some cases the needs of a particular child are so great that there is a requirement to involve outside agencies and/or the appropriate Head of Department in discussing the provision for the child. Children at this Stage 3 on the Register will normally continue to have support lessons and an IEP as for stage 2. In some cases parents might be informed that the school is unable to meet the needs of their child, if the requirements of an individual’s special educational needs go beyond the reasonable adjustment that the School can make. The Headmaster will always involve
himself in such cases and advise parents on the options open to them. Children will be placed at Stage 3 on the Register if they are going through the Statementing process or have been Statemented. Children who have previously received individual help are kept on the SEND Register at LS 1 or 2, as the staff need to be aware if extra provision has been provided in the past.

**Educational Health Care Plan** (the EHCP replaces the former Statement and Learning Difficulty Assessment, COP 2004)

Sometimes, if a pupil continues to demonstrate a significant cause for concern, a request for an EHCP may be made to the appropriate Local Education Authority. A range of written evidence about the child will support the request. This particularly applies to pupils who might be educated in the state sector at a future date or children who might be able to attend a state funded specialist unit if their needs are quite severe. These units will often only accept a child if he or she has an EHCP. Costs relating to these assessments will be borne by the parents or the LEA. Some pupils who have received an EHCP will be able to continue their education within the mainstream provision at Twyford, with continuous monitoring from the Head of Learning Support. However, it is likely that for others implementation of the recommendations of the plan would constitute more than a reasonable adjustment by the School to ensure that the pupil’s needs are met. As funding accompanies a pupil with an EHC Plan (the legal test remains the same as that for a statement under the Ed Act 1996) into mainstream independent schools, and Twyford School, as a charity, cannot undertake to subsidise the additional resources that may be required, at the expense of either the charitable body’s resources or other parents. The EHC Plan of any pupil must be reviewed annually and the required curriculum must be provided as set out in the EHC plan. It is the responsibility of the local authority and not the school to review the plan, but it is good practice for the school to check that the review takes place. The School will assist in the Local Authority’s process of annual review of EHCP pupils. If it is necessary to do so, the School undertakes to assist in a suitably managed move to a more appropriate setting to cater for the specific needs as indicated by the plan.

**10 CHILDREN WHO REQUIRE SPECIAL PROVISION DUE TO PHYSICAL AND MEDICAL REASONS**

10.1 Twyford has a full-time Senior Matron who closely monitors the well-being of all pupils in the school. Since she keeps an up-to-date Register, clearly displayed in both staff rooms of all children who might need special provision due to an allergy or a medical or physical difficulty, it is not felt necessary to include all these children on the school’s SEND Register. These children, however, will be included on the school’s SEND Register if the medical or physical condition of the child is affecting the learning of that child.

**11 PROVISION FOR CHILDREN WITH BEHAVIOURAL PROBLEMS**

11.1 If children show a pattern of inappropriate behaviour, to the extent that special provision has to be made for them and their learning is being affected, then they will be put on the SEND Register, and appropriate provision will be made for them (with additional specialist support from outside agencies as outlined above). Reference will always be made to the Policy on Behaviour. Some children with behavioural problems will have an Individual Behaviour Management Plan (IBMP). Where a pupil is placed on the SEND Register due to a recognised behavioural problem, due regard will be shown to their specific difficulties when managing disciplinary incidents. Mrs Sally Johnston, Head of Pastoral Care will always be involved, together with the Senior Matron and Head of Learning Support.
12 RESOURCES FOR THE PROVISION OF SPECIAL EDUCATION NEEDS
12.1 The Learning Skills Department has some resources specifically for SEND children. Class teachers will be guided by the Head of Learning Skills on additional resources that may be appropriate for use in classroom situations, and they are encouraged to build up some classroom-based resources that can be used by pupils when it is appropriate. Details of these resources are available from the Head of Learning Support. ICT is used often by Learning Skills staff to offer stimulating reinforcement work for pupils.

13 PROVISION FOR VERY ABLE CHILDREN
13.1 The school recognises that there are some children in the school whose abilities in many areas of the curriculum far exceed their chronological age, and that these children have very specific needs. These gifted children are initially identified by the Head of Teaching and Learning, Mrs Kelly, who is the Able, Gifted and Talented Coordinator through recommendations from class/subject specialist teachers, using information gained from teacher assessment and standardised assessment tests (CATS), as well as other observations. Such assessments are part of the normal assessment procedure of the school. Once the children have been identified, it is the responsibility of the class and subject teachers to make provision for them in their planning documents. This provision could be in the form of differentiation, and/or the setting of stimulating, challenging extension work or enrichment activities. Ability grouping (setting) in the Upper School for some subjects ensures that children in the top sets can have accelerated learning programmes.

13.2 The Director of Studies or Head of Teaching and Learning will become more involved in the monitoring of progress of the very able children as they move up through the school. Most of these children, if academically gifted, will be in the top sets in Year 7. In Year 8 they will usually be placed in a scholarship set, where they will be challenged academically. The Director of Studies is responsible for making sure that suitable provision is being made for such children. It is likely that many of them will be encouraged to take scholarships or to apply to academically more selective Senior Schools. Children who are gifted in non-academic areas will become the responsibility of the appropriate Head of Department (Art, Drama, Music, Design Technology and Sport).

13.4 In some cases, children who are exceptionally bright might be moved to a higher year group, in consultation with parents. Emotional and social considerations are as important as academic considerations and each case is considered on its individual merits. See Able Gifted and Talented Policy for more information.

14 LIAISON WITH OTHER SCHOOLS
14.1 When children leave Twyford, the SEND records such as the Pupil Passport and the IEPs can be made available to the subsequent school that the child attends. We encourage the receiving schools to come in and discuss the needs of the children. The Learning Skills Department staff are also happy to be involved in discussions to advise parents on schools that would be most appropriate for their particular child.

15 RECORD KEEPING AND COMMUNICATION WITH STAFF
15.1 Class teachers in the Pre-Prep and Middle School will make available SEND pupil information to include the SEND Register, Pupil Passports and IEPs and any other relevant documentation and permissions (for External Assessment Reports) for all children on the SEND Register. The class teacher or a substitute teacher is then able to use the information on iSAMS. The Director of Studies will ensure that this information is kept, and that communication is coordinated. It is passed on to the next class teacher or tutor at the end of the school year. If a child has another teacher for a subject, it is the responsibility of the form teacher to make sure these teachers are aware of the child’s special educational need. In the Upper School it is the responsibility of the Head of Department to ensure that
subject teachers check which children are on the SEND Register, to maintain appropriate records and to make the appropriate provision for them specifically within their teaching. Much of the information is now available for staff on the iSAMS.

15.2 The SEND Register will be circulated via email for staff reference, and will also be kept in both staff resources rooms. iSAMS will provide information on individual pupils’ special educational needs.

15.3 A list of children taught by the Learning Skills Department staff will be available on iSAMS as the SEND register.

15.4 The Learning Skills Department will keep confidential files on all children on the SEN Register. Copies of documentation will also be put in the main pupil files. Individual pupil files are kept in the secure filing drawers of LS1.

15.5 The Learning Skills Department staff will maintain records of all screening and assessment conducted by the Department. This information is available in discussion with the Head of Learning Support.

15.6 Learning Skills Department staff write the IEPs in the Autumn and Summer Terms.

15.7 If an Educational Psychologist report is received, the appropriate LS teacher and Head of Learning Skills will discuss the report and the HOD will then summarise the main findings and recommendations and write a classroom-friendly version for the general teaching staff as to how to best provide for the child within their lessons. This includes guidance as to how the teachers are to make provision for the pupil, taking into account the pupil’s strengths and weaknesses. This guidance will be emailed direct to class and subject teachers, as well as being filed in iSAMS.

15.8 Learning Skills Department staff, in consultation with teachers, parents and the pupils, set targets termly for children on the SEND Register. This information will be contained in the IEP. These targets guide the teaching for individual and group lessons and represent the medium-term teaching plan for each child. Lesson notes are kept and used to plan the next lesson. Sometimes children need help with their classroom work and this will replace all or part of the lesson plan for that day. Targets are reviewed in May and October and parents, staff and pupils are all involved in these reviews.

16 LINKS WITH OUTSIDE AGENCIES

16.1 The Learning Skills Department staff are able to suggest suitable outside agencies that parents can contact for information, assessment or therapy. These outside agencies include educational psychologists, behavioural optometrists, speech and language therapists, Specific Learning Difficulties organisations, developmental therapists, attention deficit specialists etc. Parents are required to let the Learning Skills Department have electronic copies, with permission to use on iSAMS of assessments and are encouraged to provide details of progress so that suitable information can be disseminated to staff and used in planning IEPs.

17 POLICY ON SEND RESOURCE ALLOCATION

17.1 The Head of the Learning Skills Department bids annually for funds. The Bursar, Headmaster and governors make a decision as to the allocation of funds, and Department Heads are then informed as to the amount that each Department has been allocated.

18 IN-SERVICE TRAINING FOR SEND

18.1 Training for Learning Skills Department Staff: The Learning Skills Department staff belong to a number of professional SEND organisations and receive regular documentation and information about courses and conferences for furthering the professional development of staff. The Head of the Learning Skills Department is responsible for overseeing the professional development of staff and each member of the LS staff keeps a record of training in an individual CPD folder. LS staff submit applications to
attend conferences, exhibitions and courses to the Director of Studies. Staff regularly attend INSET to keep them up to date with the latest developments in SEND.

18.2 General INSET for Staff: It is the responsibility of the Learning Skills Department to contribute to the in-service training of all staff, including updating staff on new legislation, changes in practices within the Department and individual pupils’ needs.

18.3 Training for the Classroom Assistants: This is the responsibility of the Head of the Learning Skills Department in conjunction with the Head of Teaching and Learning, Head of Pre-Prep and the Head of Middle School.

19 INTERNAL COMPLAINTS PROCEDURE FOR SEND

19.1 If parents have a complaint about SEND provision they can contact the Head of the Learning Skills Department, the Director of Studies, the Head of the Pre-Prep or Middle School or the Headmaster. The parents will either be invited in to school to talk over the complaint or be contacted by letter or telephone. Once the matter has been dealt with, a summary of the complaint and the resolution of the matter will be documented in the particular child’s file. All complaints should follow the published Twyford School Complaints Policy.

20 DEPARTMENTAL REVIEW

20.1 A review is conducted each year by the Head of Learning Support, and this is discussed with the Headmaster and the targets that evolve from this process then form the basis for any changes that are made to the Department in the following year. These are listed in the LS Development Plan.

21 FUTURE DEVELOPMENTS

21 We endeavour to continue to improve resources and facilities for the provision of learning support, in accordance with the School Development Plan.

22 HEALTH AND SAFETY

22.1 The school’s Health and Safety Policy will be applied at all times.

22.3 Any concerns about health and safety are raised with the Health and Safety Committee as and when they arise.

Dr Steve Bailey
Headmaster
Reviewed September 2016
Next review due September 2017
Learning Skills Summary Statement

Parents, subject teachers, form teachers and tutors may bring concerns about a child’s performance or progress to the attention of the Head of Learning Support, who will arrange for assessment. The outcome of an assessment may be a recommendation that:

- a child receives individual lessons from a specialist teacher
- a child joins a small group for a specific time
- a child's progress is monitored closely while their teachers receive advice on how best to support the child in the lessons

Where resources allow, individual support with a specialist teacher will be offered, without charge to parents, following either:

1. A recommendation from an Educational Psychologist’s report or that of another outside agency (e.g. a Speech and Language Therapist or a Paediatrician), that this type of support should be provided.

2. A recommendation from the Head of Learning Skills following assessment by a specialist teacher from the Learning Skills Department. The criteria based on Reading and Spelling accuracy scores being more than 12 months below Chronological Age is used at present. After discussion with colleagues and advice from External Professionals in various Education Authorities, criteria based on Standardised Scores being below 85 may be a more reliable indicator unless only one test is to be used each time. Centiles are good to use as an additional defining measure if two or more scores fall within these boundaries. e.g. scores between 0-10th centile may need external intervention; those between 10th and 20th, should receive SA2 level of support; those between 20-30th should be on SA1/monitor/concern.

An Individual Education Plan, prepared by a specialist teacher and the pupil, will be agreed with the parents and class teacher/tutor, and will be reviewed twice a year after testing.

Group lessons may be offered for a specific length of time to provide particular help e.g. for handwriting/study and revision skills/ reading speed and fluency. Lessons, either group or individual, may also be offered if a pupil is felt by the school to be significantly underachieving in academic work. The Headmaster, after consultation with the Head of Learning support, will be the final arbiter as to which pupils will receive individual or group lessons from the Learning Skills Department.