



Rugby School

Special Educational Needs and Learning Difficulties Policy

September 2020

We believe that at Rugby School we must encourage all pupils to develop their personal and academic skills and become independent learners. Our aim is that each pupil will be given every opportunity to achieve his or her full potential, academically, socially and emotionally.

Rugby School is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of any special educational needs or disabilities they may have. The School seeks to ensure that every pupil will experience a happy and successful school career which will help him or her to develop into a confident, well-educated and mature adult, well equipped for all that life has to offer. The hope is that each and every pupil will be able to make his or her own unique contribution towards enhancing school life for themselves and for the rest of the School.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To manage and provide for pupils with special educational needs using a 'whole school' approach, which considers the 'whole child'.
3. To provide all staff with support and advice to enable them to fulfil their responsibilities for the progress and development of SEN pupils that they teach.

Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
or
- has a disability which prevents or hinders him or her from making use of facilities of a kind usually provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home, (section 20 (4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria for admission.

A child who finds a particular subject difficult does not necessarily have a 'learning difficulty'; there will often be disparities in the speed with which children learn and their underlying ability.

The expression 'learning difficulty' covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, autistic spectrum disorders and learning problems that result from social, emotional or mental health difficulties. It may also include those with sensory impairments. Learning difficulties may affect children with a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at a later age when educational pressures become more demanding.

Support for Learning

Identification

All prospective entrants follow the Rugby School admission procedure; having a special educational need or disability is no bar to admission. Our Accessibility Policy and Equal Opportunities Policy are consistent with this policy. Entrance into Rugby School is dependent on meeting the School's entrance criteria, usually through achieving the required standard in the Common Entrance or Scholarship Examination (at 13+) or the Sixth Form Entry Examination (at 16+). Other factors, such as temperament, personal skills and interests are taken into account when judging whether individuals are likely to thrive at the School, both in terms of what he or she can bring to the School and in what the School can offer them.

Where a prospective pupil has a special educational need or disability, which is known by the School, reasonable adjustments will be made during the admission process to ensure that he or she is able to demonstrate his or her abilities. Such decisions are made by reference to regulations published by the Joint Council for Qualifications.

Communication with parents is essential at this stage to ensure that all relevant information relating to possible learning difficulties is disclosed to the School in advance of admission assessments. In accordance with the School's terms and conditions, and the School's Equal Opportunity Policy, parents of pupils must notify the Headmaster in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information about assessment or previous learning support.

All new entrants to the School are screened early in their first term to identify possible learning difficulties and to obtain baseline information of their underlying ability. Information regarding any pupils who have raised concern is shared with teaching and pastoral staff so that they can be aware of any pupils who need close monitoring. Following consultation between parents and staff, pupils may be referred for further assessment to determine whether these difficulties are likely to be as the result of a learning difficulty. A recommendation may also be made that the parents consult an Educational Psychologist or other outside professional for further investigation or advice. If there are concerns that a pupil may have attention difficulties or autism, external professional assessment will be required to establish a formal diagnosis. See Appendix 1 for the ADHD Protocol and Appendix 2 for the Autism Protocol which details this.

Subject teachers take responsibility for the progress and development of pupils in their class. Progress is monitored regularly to identify pupils who may be making less than expected progress given their age and ability. In such cases subject teachers will employ targeted high quality teaching to address the area of weakness in the first instance

Teachers and departments will refer pupils to the Head of Learning Development whose progress continues to be a cause for concern despite high quality teaching targeted at their areas of weakness.

Parents or pupils themselves may request an informal in-school assessment, where there are concerns that a previously unidentified learning difficulty may be present.

Ideally, the early screening process should have ensured that most students with learning difficulties have been identified well before they begin their GCSE courses at the start of E Block (Year 10). This enables the School to establish clear evidence, which is required by the Examination Boards in the event of an application being necessary for access arrangements.

A Graduated Approach to Support

The first step to responding to pupils who have or may have SEN is the provision of high quality teaching, appropriately differentiated for individual pupils. Much of this will be achievable within the classroom environment through such things as teacher awareness achieved by INSET training, differentiated tasks and the use of ICT and other electronic aids.

Pupils who continue to make less than expected progress will be raised as a concern at Departmental meeting time and/or pupil concern meetings, following a report cycle. Information is then gathered by the teacher(s) and communicated to the Head of Learning development using the referral form located on the lander home page. This enables the Head of Learning Development to build a picture of the pupil's strengths and weaknesses, followed by further assessment by the Learning Development Department if appropriate. Information gathering will include communication with the pupil and their parents.

Recognising Pupils with SEN Needs (Disabilities/SEN Register)

Consideration of all of the above will allow a decision to be made as to whether no further action is required or whether a pupil is recorded with needs at either of the following levels:

- **Additional Academic Support:** The needs of the pupil are provided for by teachers and their tutor with advice from the Learning Development Department. The pupil's progress will be reviewed each year with their tutor and fed back to the Head of Learning Development. (These pupils may or may not have a learning difficulty.)
- **SEN Support:** The pupil has a learning difficulty which calls for special educational provision that is additional to or different from that made generally to other pupils. The actual support provided will vary according to the needs of the pupil and the wishes of them and their parents. This will often include Learning Development lessons, taken as an option choice in the Lower School or as individually arranged support lessons in the Upper School. The pupil's progress will be reviewed each year with their tutor and fed back to the Head of Learning Development who will communicate with the pupil's parents to agree suitable targets based on current progress and attainment.

Pupils at both of the above stages participate in a SEND review once a year with the support of the Learning Development teacher assigned to their House (or their Learning Development teacher if they have lessons in the department). At this time targets are identified and adjustments made to support as appropriate. Pupils may also be removed from either list if it is agreed that they no longer require that level of support.

How do we provide support for pupils?

The list of pupils on the Disabilities/SEN Register is available to all members of staff on the School intranet. Educational Psychologist reports are filed and copies are sent to Houses. A Confidential Support Sheet is created for each pupil at Additional Academic Support level or SEN Support level. This is updated and emailed to all of the pupil's teachers at the start of each academic year. The Support Sheet outlines the pupil's strengths and weaknesses and provides teachers with advice about how to support the pupil in the classroom. A Learning Development teacher is assigned to each house to support the HM in relation to pupils with SEN and support and work with SEN pupils in that House, advocating for their needs and reporting on their inclusion to parents.

Support lessons may be arranged in the School, either by taking Learning Development Lessons in curriculum time as an option choice, or arranged outside the timetable in the pupil's free time.

- **Lessons arranged within the curriculum**

Learning Development lessons may be taken from F Block (Year 9) and continued until the end of D Block (Year 11). The lessons are taken as an option choice with six lessons over two weeks.

Pupils who continue Learning Development lessons in E Block (Year 10) and D Block (Year 11) will take one fewer GCSE. At the end of F Block advice will be available for parents and pupils about the level of support the School believes would be appropriate. There are no charges for lessons taken as an option choice.

Pupils in the Lower XX and XX (equivalent to Sixth Form) have study periods within their timetables which enable them to have support lessons in these periods. There will not be a charge for these lessons, if they are provided in accordance with the School's reasonable adjustments duty.

- **Lessons arranged in free time**

Lessons may be arranged in the pupil's own free time. These lessons may be taken at any time in the pupil's school career, including beyond GCSE. There will normally be a charge for these lessons, unless they are provided in accordance with the School's reasonable adjustments duty for which no charge is made.

- **Advice**

Pupils are encouraged to seek advice about issues concerning their own learning and progress in the School. This is available by way of twice weekly drop-in sessions, when any pupil can seek help and advice.

Reports and Information Sharing

For those pupils who have lessons in the department, a report on progress will be included in the report sent to parents at the end of each term. This will inform parents of work done, progress made, and any issues which have arisen. Learning Development staff attend all of the staff/parent meetings when teachers discuss progress with parents.

Contact with parents

Close links are encouraged between home and School so that problems can be dealt with as they occur. Contact can be made either through the House or the pupil's tutor, or directly to the Learning Development Department.

The Learning Development Department:

Tel. No (DDI): 01788 556290

email: LIES@rugbyschool.net

Education Health and Care plans (EHC plan):

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our School is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Welfare needs: The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

Disability: The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School.

Inclusive Access Arrangements

Inclusive access arrangements are planned early in the course of study and incorporated as the usual way to access classroom work and tests. They will :

- **be carefully individualised, evaluated and monitored**
- **reflect the optimal support that the student requires**
- **be based on current, b not past requirements**
- **be drawn upon teacher observations in the classroom**
- **be considered in line with the regulatory framework appropriate to the qualification**

The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

The Head of Learning Development and the School's Examinations Officer work closely to ensure that relevant applications are made for any Examination Access Arrangements which may be

needed. Access arrangements in public examinations are closely regulated by the joint Council for Qualifications (JCQ) and the International Baccalaureate Organization.

These regulations require the School to collate school-based evidence submitted by subject teachers before a pupil is assessed/reassessed for exam access arrangements. The evidence must paint a picture of the pupil's normal way of working which shows a compelling case for the arrangement requested and the presence of a substantial impairment, without the provision of the arrangements that are requested. Evidence is considered on a subject by subject basis. Once this evidence has been collated assessments are conducted by the Head of Learning Development or an Educational Psychologist, who has an established relationship with the School. It is imperative that parents consult with the Head of Learning Development if they believe that their child may require an assessment. A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements.

It is important to note that access arrangements recommended in an Educational Psychologist report are not an automatic entitlement. Decisions regarding access arrangements are delegated to the School as an exams centre and made in accordance with regulations published each year by the Joint Council for Qualifications or the International Baccalaureate Organization as appropriate.

Inclusive access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements will be constantly monitored to ensure that they remain the optimal support for that student.

Use of Word Processors in Public Examinations

Please see separate Rugby School Policy on the Use of Word Processors in Public Examinations which is published on the School website.

Information Sharing

The Head of Learning Development and the School's Medical Officers share information on pupils and work together to try and resolve issues concerning pupils' well-being. Both work very sensitively, and are aware of the need to pay attention to parents' and pupils' wishes for confidentiality. Unless asked specifically not to do so, information that is given to the School will be passed on to teachers along with recommendations for appropriate action, usually in the form of a Confidential Pupil Support Sheet. Such information may be shared with non-teaching staff, such as matrons, when it is necessary.

A small number of pupils may be given an Individual Education Plan (IEP) when it is considered important that all teachers and the pupil should be working towards specific set targets. This arrangement will involve discussions and agreement between the pupil, tutor, HM and parents and will be reviewed at the end of each term.

Alternative arrangements

Withdrawal: We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

- your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

This policy can be made available in large print or other accessible format, if required.

Authorised Compliance Committee:

Date:

23 September 2020

Appendix 1

ADHD Protocol

Rugby School is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Attention deficit hyperactivity disorder: diagnosis and management NICE guideline [NG87] Published date: March 2018 Last updated: September 2019

- Support for pupils who experience difficulties with attention and focus control is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.
- We do not believe a diagnosis is required to elicit support
- The Learning Development department provides advice for all members of the school
- Pupils, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern
- Our overriding practice is one of watchful waiting (see below)

Referral Pathways

- PRE-EXISTING – Pupils with identified difficulties and/or interventions for attention difficulties
 - Parents are required to disclose any information about identified attention difficulties and/or interventions and medication at registration. The Registrar's office will ensure all information is forwarded to the Head of Learning Development/Health Centre/Pastoral team
 - This should occur well in advance of entry (by parents and prep/previous school) and the Head of Learning Development will endeavour to meet with all prospective parents and pupils
- CONCERNS REGARDING ATTENTION- that might lead to an assessment for ADHD could come from:
 - The pupil
 - A parent
 - A class teacher
 - A tutor
 - A member of the house staff/wider pastoral team
- Strong communication and positive relationships with parents are essential during this period
- Watchful waiting is crucial to identify whether other reasons beyond ADHD could cause the same behaviours

When to alert team (Pastoral and academic)

- Significant report concerns
- Significant behavioural challenges
- Parental comments
- Pupil comments
- Leads to watchful waiting

Watchful Waiting – this includes monitoring the following

- Work/behavioural report cards
- Tutor/HM monitoring

- Tutor/pupil/Head of Learning Development meet
- Learning Development staff observe lessons
- Case conference
- What works well- good/effective practice shared
- Awareness raised with teaching staff
- Meeting with pupil/parents/pastoral/academic team

Formal Assessment

If all agreed, and positive response from screening tests, a formal assessment could be recommended. Rugby School have an established link with Oxford ADHD Centre who are able to facilitate a QB test and/or a full ADHD assessment.

If parents choose other practitioners then they must fulfil NICE guidelines for assessment

Rugby School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the school and do not follow the NICE guidelines.

Appendix 2

Autism Protocol

Rugby School is committed to providing the optimum environment in which pupils can learn and succeed. We aim to ensure that the highest standards of provision are maintained for our pupils, irrespective of any special educational needs or disabilities they may have.

This protocol has regard to Autism spectrum disorder in under 19s: recognition, referral and diagnosis Clinical guideline [CG128] Published date: 28 September 2011 Last updated: 20 December 2017

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these 'limit and impair everyday functioning'. Support for pupils with autism is embedded in the quality of teaching and learning and our rigorous structures of tutoring and pastoral care.

- We do not believe a diagnosis is required to elicit support
- The Learning Development department provides advice for all members of the school
- Pupils, parents and school staff can refer or be referred for advice if progress and/or behaviour is of concern
- Our overriding practice is one of watchful waiting (see below)

Referral Pathways

- PRE-EXISTING – Pupils with identified difficulties and/or interventions for attention difficulties
 - Parents are required to disclose any information about identified Autism spectrum disorder and/or interventions and medication at registration. The Registrar's office will ensure all information is forwarded to the Head of Learning Development/Health Centre/Pastoral team.
 - This should occur well in advance of entry (by parents and prep/previous school) to enable appropriate adjustments to be put in place during the registration process.
 - The Head of Learning Development will endeavour to meet with all prospective parents and pupils
- CONCERNS REGARDING AUTISM- that might lead to an assessment could come from:
 - The pupil
 - A parent
 - A class teacher
 - A tutor
 - A member of the house staff/wider pastoral team
- Strong communication and positive relationships with parents are essential during this period

- Watchful waiting is crucial to identify whether other reasons beyond autism could cause the same behaviours

Signs that a pupil may be on the autism spectrum include

- Difficulty in interpreting both verbal and non-verbal language like gestures or tone of voice. They may have a very literal understanding of language, and think people always mean exactly what they say. They may find it difficult to use or understand: facial expressions, tone of voice, jokes and sarcasm.
- Difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. They may appear to be insensitive, or seek out time alone when overloaded by other people.
- The use of rules can also be important. It may be difficult for an autistic person to take a different approach to something once they have been taught the 'right' way to do it. People on the autism spectrum may find it difficult to manage unexpected change.
- Highly focussed interests that are fundamental to their wellbeing and happiness.
- Over or under sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain.

Watchful Waiting – this may include the following

- Work/behavioural report cards
- Tutor/HM monitoring
- Tutor/pupil/Head of Learning Development meet
- Observation in lessons/cocurricular activities/House
- Case conference
- What works well- good/effective practice shared
- Awareness raised with teaching staff
- Meeting with pupil/parents/pastoral/academic team

During this time it is important to consider other possible explanations for the behaviours. Parents and pupil's concerns will always be taken seriously, even if these are not shared by others. The table of signs and symptoms of possible autism found in the appendix of the NICE guidelines will be used as a starting point for guidance but do not constitute a diagnosis.

Formal Assessment

If all agreed, and positive response from screening tests, a formal assessment could be recommended. This may take place by referral to the local autism team. This is a multidisciplinary group that will include or have regular access to: paediatrician and/or paediatric neurologist; clinical and/or educational psychologist, speech and language therapist.

If parents choose other practitioners then they must fulfil NICE guidelines for assessment

Rugby School reserves the right to challenge privately commissioned reports that have not been carried out with the involvement of the school and do not follow the NICE guidelines.