

<b>Member of Staff Responsible</b>	<b>Learning Support Coordinator</b>
<b>Date of Policy</b>	<b>July 2020</b>
<b>Date for review</b>	<b>July 2021</b>
<b>Approved By Governors</b>	<b>N/A</b>
<b>Distribution:</b>	<b>All Staff</b>

Rokeby offers boys a challenging curriculum with high academic standards in order to prepare them successfully for entrance into a range of schools. However, it sees its primary aim as offering a broadly based and liberal education to as many as are able to benefit from it. In order to achieve this end, Rokeby recognises that some of its pupils have been identified or are experiencing various types of SpLD (Specific Learning Difficulties). This means that for those pupils, modifications to the teaching and learning process must be considered. In some cases, the SpLD can represent a significant disability to learning. The school recognises its obligations to these children in that context (see Equal Opportunities Policy and Disability Policy). It has adopted many recommendations outlined by New SEND Code of Practice 0-25 years (May 2015) and the Children and Families Act 2014.

The school's Learning Support (LS) Coordinator is directly responsible to the Head of Middle School who together ensure that the identification, assessment and support of a pupil with learning difficulties is carried out effectively. The school employs Learning Support Teachers who are qualified to offer appropriate help to those identified.

The whole school works closely together to ensure that there is a unity of purpose and good continuity of practice for boys who require support. Regular formal meetings are conducted between members of the Learning Support department, subject leaders, form tutors and Head of Middle School to ensure a smooth transition between the Lower School and Middle School.

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## **I. Definition**

The SEND Code of Practice 0-25 years, 2015 defines Special Educational Needs as follows:

- A child or young person has SEN 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 generally provided for others of the same age in mainstream schools

The SEND Code of Practice 0-25 years, 2015 refers to four areas of Special Educational Needs:

- Communication and interaction needs (C&I), e.g. *speech and language impairment, autistic spectrum disorders, Asperger's, autism*
- Cognition and learning needs (C&L), e.g. *learning needs, dyslexia, dyscalculia, dyspraxia, dysgraphia*
- Social, emotional and mental health needs (SEMH), e.g. *ADD, ADHD, anxiety, eating disorders, oppositional defiant, self-harming*
- Sensory and/or physical needs (S&P), e.g. *hearing impairment, visual impairment, multi-sensory impairment, physical difficulties*

The Learning Support department at Rokeby aims to identify those children with special educational needs and to implement procedures which will enhance their skills within the context of the school curriculum.

## **2. Identification**

It is essential that pupils who are experiencing difficulties have their needs identified quickly so that the appropriate provision can be made. If class teachers have concerns at any stage in a pupil's education regarding progress, they should discuss these immediately with the LS Coordinator or the LS teachers. In line with SEND Code of Practice 0-25 years, 2015, Rokeby has adopted a 'graduated response' to LS/SEND need. This includes the recommended, 'Assess, plan, do, review,' approach.

In order to help children who have special educational needs at Rokeby, the school needs to adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However, the school should, other than in exceptional cases, make full use of all available classroom and school resources before expecting to call upon outside resources.

**Early identification/ intervention**

It is the responsibility of the subject teacher to complete a Referral Form for a pupil, and gather supporting evidence, which is submitted to the Head of Lower School or Middle School. The LS team will then discuss the referral and decide if further investigation is needed. If this is the case, then the form or class teacher will be asked to inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation as well as permission to undertake some initial assessments if necessary. After the assessment and feedback report is complete, the parents will then be invited to attend a meeting with the LS Coordinator where the assessment data is explained along with any recommendations and next steps or support system.

**3. Assessment and Screening procedure/placement on LS register**

- (i) Initially, an assessment or observation is conducted by the LS team to ascertain the nature and degree of difficulty. This may be sufficient to recommend in-school support for the pupil and parents will be advised the type of support which will be given, e.g. small group or paired work. The pupil will be seen for approximately one term then reviewed by the LS team and teachers involved to see if support needs to be continued.
- (ii) In some cases, the LS Coordinator may recommend that further testing is required. This may be in the form of a full Educational Psychologist, Speech and Language or Occupational Therapy assessment. The school will give recommendations regarding suitable professionals whereupon the parents are then responsible for taking the pupil to the assessments and meeting the necessary costs. A copy of the completed report received by the parents should then be given to the school, followed by a meeting to discuss support.
- (iii) In some cases, a boy may require 'external support' from an outside agency, e.g. Speech Therapy, Occupational Therapy. The School has a specialist support package which the parents can buy into or they can arrange their own external support privately. It is the LS Coordinator's role to ensure that a selection of recommended strategies are implemented (where possible) into the classroom by both the Teacher and support staff. Regular meetings/ reviews will be held with the external support to discuss progress and developments. Parents are typically invited to attend these meetings.
- (iv) If immediate support is not considered necessary, the pupil will be placed on a learning support monitor list. Teaching Tips and Strategies will be made available so staff are able to plan and differentiate accordingly to help support individual learning.
- (v) Education, Health and Care Plans. An EHC plan may be advised by any EP or requested by a parent. It is the LS Co-ordinator's role to liaise with all parties and collate documentation for an EHC assessment, and communicate progress with all parties.

#### **4. Support**

The LS Coordinator may organise support in the following ways:

- (i) **One to one or small group lessons** for boys who are having significant difficulties in their reading, comprehension, spelling or number skills and where this is having an impact on their ability to access the curriculum. These lessons will target basic literacy and numeracy skills.
- (ii) **Short term targeted interventions** for boys who are required to improve their skills in one area but do not need lengthy interventions, these may be delivered by TAs or the LS team e.g. Phonics work (PAT), Wordshark.
- (iii) The LS team can support other areas, e.g. behavioural problems, social skills, handwriting, spelling groups etc., but these will all be decided on a 'case by case' scenario in liaison with the Head of Lower School and Middle School.
- (iv) Support is only given to those boys who have been assessed and support has been agreed with the LS Coordinator and parents.
- (v) Boys receiving support will have an Assess, Plan, Do Review form indicating the targets to be worked on (APDR)
- (vi) All boys on the register will have a list of useful Teaching Tips and Strategies available to all staff.
- (vii) The support of the boys is shown on the ISAMS system as a coloured co-ordinated 'star system'. It is the LS Coordinator's role to ensure staff are fully trained and up to date with ISAMS system and are able to use the computerised register to access information on a specific boy.
- (viii) It is not our policy to permit parents to fund a learning support assistant for their child.

#### **5. Reviews**

Parents will be informed by the LS Coordinator of any changes in procedure relating to their son. A formal written report will be included with the school reports. Targets on the Assess, Plan, Do Review form are written and formally reviewed twice a year, (more often if target is achieved earlier). The targets are written with the boys to ensure they are a part of the learning process.

The LS team will review each boy's progress using school based exams results alongside standardised scores and in consultation key staff about general progress. A boy's Teaching Tips, will reflect any changes and significant changes will be shared with all staff and parents. If a boy is taken off the LS register, he will be monitored for at least another academic year and will undergo a cycle of reading and spelling assessments to ensure progress is maintained.

## **6. Exams**

Some boys are entitled to special Access Arrangements in exams. Boys with a standardised score in processing speed of less than 85 are entitled to extra time. Boys with several scores of less than 85 may be entitled to extra time. If a boy has an EP report that currently states he can receive 25% extra time, the LS Coordinator will contact the proposed senior school to check that extra time is valid. Not all senior schools will accept the Access Arrangements and may consider each child on a case by case basis. Some exams and assessments cannot be done with Access Arrangements e.g. use of extra time in French listening or mental arithmetic. The school must provide evidence of normal working for additional Access Arrangements e.g. use of laptops. Please refer to the Laptop Policy to read further.

It is the responsibility of the LS Coordinator to coordinate all boys receiving extra time for internal exams. The LS Coordinator will ensure all staff are fully briefed into the exam supervision, marking and recording of marks and support staff with adapting exams for boys with particular difficulties.

## **7. Pre-tests and Senior Schools.**

The current system in place for most Senior Schools is that parents are expected to liaise with their chosen school to find out if their child is eligible for extra time. It is the parent's responsibility to collate and send in the relevant paperwork to their chosen Senior School (e.g. EP, medical reports) before any assessments are carried out. The LS Coordinator will be available to meet with parents to discuss the paperwork procedure and to clarify what is required in terms of documentation.

In some cases, the Senior School LS Coordinator may request further information from Rokeby. If this happens, the LS Coordinator will liaise with the Head of Middle School and Headmaster to ensure a LS report is written in line with the school's deadline. Parents will be informed by the LS Coordinator that a report will be written and type of evidence requested.

## **8. Speech and Language/Occupational Therapy Provision**

Rokeby School organises for a Speech and Language Therapist and an Occupational Therapist from The London Children's Practice (LCP) to provide support to some boys with specific learning needs. If the boy already has a professional assessment that indicates the need for individual support this can be implemented by the LCP therapist if they have availability.

Parents do not need to use this service and may prefer to use the same therapist who carried out the full assessment. If the LCP therapist is not available, the LS coordinator can provide a list of other reliable therapists or clinics or the boy can join a waiting list.

If the school recommends a child for a speech and language or occupational therapy assessment these can be undertaken in school by the LCP therapists. The assessment is a shorter targeted screening assessment, which is followed up by a report with outcomes and recommendations. Sometimes a full assessment may be recommended and this will have to be arranged privately.

If a boy is under the care of the LCP therapist, Rokeby will arrange the lesson times, rooming and any additional meetings. The cost of screenings (£20) and lessons are paid through the school's Parent Pay at the end of each half term. Parents are also encouraged to attend some lessons as are teachers and TAs to ensure consistency.

If a boy is under the care of a privately sourced therapist, Rokeby will liaise with the therapist to provide an appropriate space and time to work with the boy, to the best of our abilities. Therapists must provide the appropriate accreditation to work on the school premises.

## **9. Roles**

LS Coordinator: it is necessary for the LS Coordinator to carry out all those activities detailed in this policy. Broadly, these fall into four keys areas:

- (a) Strategic direction and development of Learning Support provision in the school
- (b) Leading and managing LS staff
- (c) Efficient and effective deployment of staff and resources
- (d) Teaching and learning with the LS Department/pastoral oversight of those with SpLDs and those boys requiring additional support.

To this end, the LS Coordinator will regularly update all timetables, lists and registers to ensure the information on individuals is available to all concerned, including the Headmaster.

**HEAD OF MIDDLE SCHOOL:** will oversee the LS department and any overlap with pupils who are underperforming even though they have no learning difficulties. The HoMS will attend LS meetings and decide steps to be taken following referrals. They will liaise with teachers regarding individual learning and meet with parents if required.

**PUPILS:** should be helped to access the wider curriculum and be motivated to develop their self-esteem and confidence in learning. At times, as part of their support, they will be set some extra tasks by the LS teacher which they are expected to carry out in the time given. Pupils will contribute to the target setting of the Assess, Plan, Do, Review form.

**TEACHERS:** must be familiar with the school's LS policy and approaches to meeting the needs of pupils with a SpLD and those boys requiring extra support. Teachers remain responsible and accountable for the progress of all children in their class and to that end should be able to identify and support pupils who may require special provision. They should communicate effectively with parents, the LS Coordinator and LS teachers. They should have high expectations of pupil's progress and set realistic but challenging targets which they monitor and review, and provide appropriate support. All teachers are expected to differentiate work to meet the needs of all the boys. This should be visible in all teacher's planning, as appropriate.

LS Teachers: should understand their role in relation to pupils with SpLDs, working collaboratively with the LS Coordinator and teaching staff where appropriate. They should also prepare APDR and end of year written reports.

PARENTS: should strive to support the work being undertaken by the LS Teachers and be able to contact the LS Teachers with any concerns, being fully involved as partners in the educational process. On receipt of the Assess, Plan, Do, Review form, Parents may wish to adjust some of the recommended targets in consultation with the school.

HEADMASTER AND SENIOR LEADERS: should recognise that the curriculum must be relevant to all pupils by taking SEND into account in the formulation and implementation of policies throughout the school.

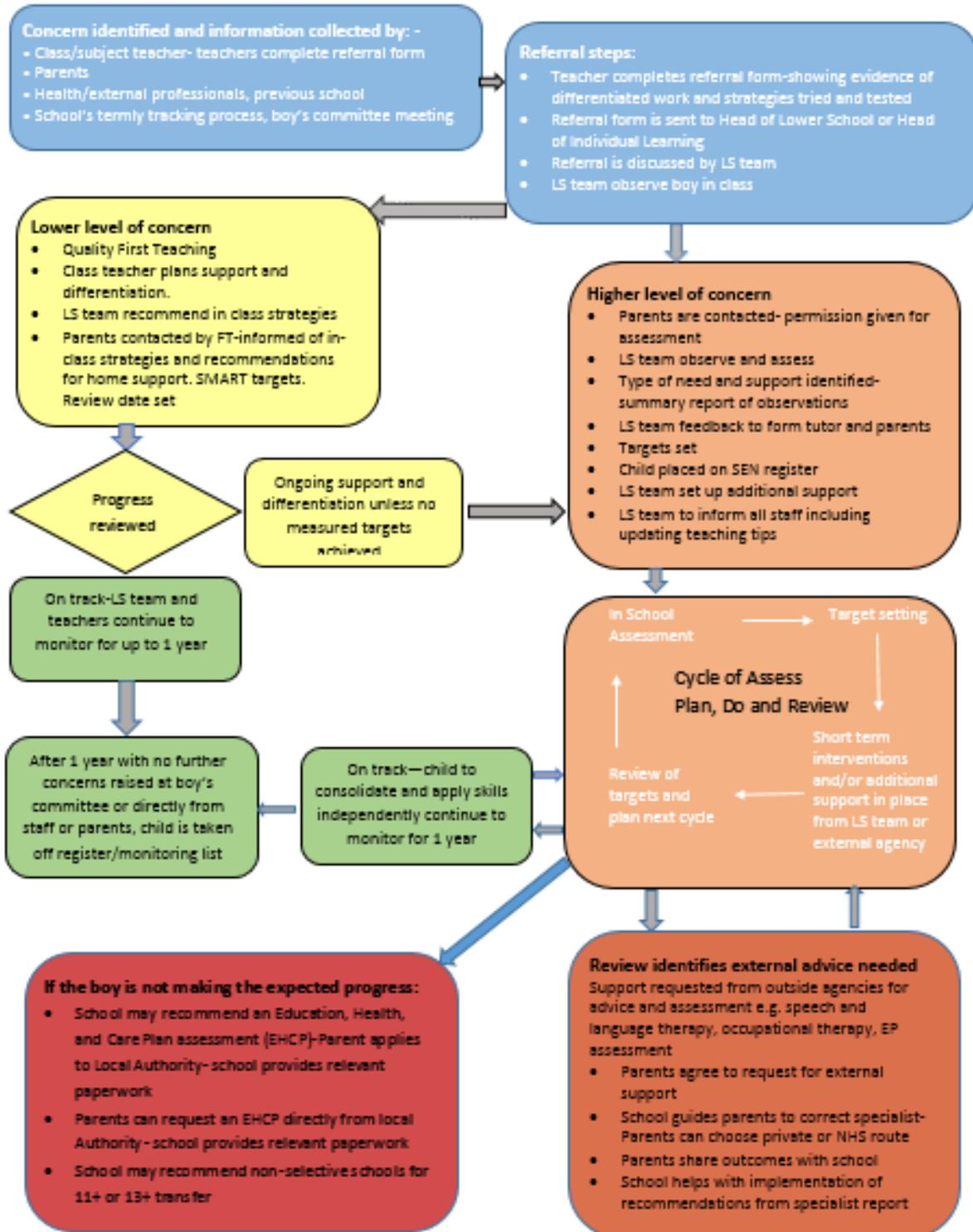
GOVERNORS: will be kept informed of changes and developments of the SEND policy within the school, by the Headmaster.

Appendix i: Graduated Response

Appendix ii: Assess, Plan, Do Review form

Appendix i:

## GRADUATED RESPONSE: Identification and Support for SEND at Rokeby School



*Appendix ii: Assess, Plan, Do Review form*

ASSESS, PLAN, DO, REVIEW			
<input type="text"/> Name:	<input type="text"/> DOB:	<input type="text"/> Class:	<input type="text"/> Cycle:
<b>ASSESS</b>			
NARA reading: NARA Comp: Spelling:	ENGLISH PTE Summer	MATHS PTM Summer	CAT:
Notes:			
<b>PLAN</b> What do I need to learn? What are my targets?	<b>DO-School</b> How are school going to help me? How often and when? For how long?  'provision additional to and/or different from'	<b>DO-Home</b> What do I need to do? What support will I get at home?	<b>REVIEW</b> How did I get on? Was I successful?
Signed (school) DATE:	Signed (parent) DATE:	Signed (child) DATE:	

*Appendix iii*

## Access Arrangements for Examinations - Parental Guidance

The school complies with the framework laid down by the Joint Council for Qualifications (JCQ). We have created this document in an attempt to give parents a brief outline as to what is required for Access Arrangements to be granted and the evidence the school needs to support any claim.

### **Access Arrangements**

Access Arrangements are non-standard arrangements approved before examinations take place in order to enable candidates with special educational needs, disabilities or temporary injuries to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled.

The examination boards will not consider applications in respect of long-term conditions that are submitted only weeks before the exams. Access arrangements should be in place at least one internal exam cycle prior to external examinations. This will allow us to test the effectiveness of such arrangements, and will provide grounds for their implementation in external examinations, such as, pre-tests and Common Entrance (CE).

Some parents choose to provide the school with either a private report from an educational psychologist (EP) or/and a letter from a GP. It should be noted that neither is a guarantee that a student will receive the Access Arrangements requested. Under JCQ guidelines, the school can be the sole referrer for Access Arrangements.

If parents wish to submit an EP report that has not had the recommendation or involvement of the school as part of their request for Access Arrangements parents, should be aware that the school will require to see a full copy of the report and may request original copies of all the tests completed. This will enable the school to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria. The JCQ may also request this information.

### **Extra Time**

Extra time cannot be given if there is any possibility that the student would thereby be given an unfair advantage over other students. In order to maintain the credibility of GCSE qualifications, the JCQ defines the parameters as to what constitutes a 'substantial disadvantage'. A recommendation from an EP alone does not guarantee eligibility for extra time. To this end they have defined eligibility for up to 25% extra time as follows.

The special assessor's report must confirm that the student has:

- At least one 'below average' standardised score of 84 or less relating to *speed of processing* which has a substantial adverse effect on speed of working.
- In exceptional cases, up to 25% extra time may be awarded to students where the assessment confirms that the candidate has at least two 'low average' standardised scores between 85 and 89 relating to processing speed.

- In very rare and exceptional cases, students with a cluster of scores within the 'average' range of 90 to 94 may be considered if the awarding body deems there is sufficient compelling evidence for eligibility.

Additionally, the school has to present a 'compelling' case that the student's learning difficulty has substantial and adverse effect' on the student's performance in exams.

- Applications for extra time will generally require statements/feedback from subject staff that a student is underperforming in classroom tests, as well as evidence in the form of incomplete mock examinations or similar.
- The student must also have made use of extra time over a substantial period of time in both classroom tests and mock examinations before the arrangement can be used in external examinations.

Furthermore, the JCQ has also advised that where a student has been awarded extra time for a set of exams there is not an automatic right for eligibility to continue to the next set of exams e.g. between CE and GCSE. New applications must be made and standardised scores must meet the above criteria in order to be approved.

In order for a student to be granted extra time on medical grounds, the school has to:

- Show that a student has an impairment which has a substantial and long term adverse effect on his speed of processing
- Confirm that he has persistent and significant difficulties when accessing and processing information
- Show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time
- Confirm that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage
- Confirm that extra time of up to 25% is the candidate's normal way of working within the school as a direct consequence of their disability.

A letter from a GP on its own is not sufficient. In addition to the evidence listed above, the school must also be able to show at least one of the following:

- A letter from CAMHS, a clinical psychologist, a hospital consultant or a psychiatrist
- A letter from the Local Authority Educational Psychology Service or Local Authority Sensory Impairment Service
- A letter from a Speech and Language Therapist (SaLT)

## **Laptops**

Under certain circumstances a student may be allowed to use a word processor in exams. This will normally be a laptop with Spell check and Grammar check disabled. During Senior school examinations the school may provide the use of another computer.

The principal criteria when the school is deciding whether to grant the use of a word processor are that it should be the candidate's normal way of working and that it should be appropriate to their needs.

In assessing the latter, the school will need to have observed that the candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- poor handwriting
- planning and organisational problems when writing by hand

In all cases the school's decision will be final.

## **Other Access Arrangement**

EP reports may also recommend the use of a scribe or speech to text technology. To be able to have this in exams it must be normal way of working in school. All additional Access Arrangements will be reviewed on a case by case scenario.

*Appendix iv:*

### **Access Arrangements: Laptop Policy**

In order to make best use of a laptop computer and to avoid any unfortunate mishaps, the following procedures must be observed. The parents of the pupil using the laptop and the pupil himself must agree to follow these procedures at all times, before the Headmaster gives permission for a laptop to be brought to school. A recommendation from an Educational Psychologist is normal prerequisite to this permission being granted. In some cases, if a child has a Standard Score of 84 or below on the DASH (Detailed Assessment of Speed of Handwriting), the LS Co-ordinator can recommend the use of a laptop as a boy's normal way of working which is in line with the current JCQ guidelines for Access Arrangements. All staff have a copy of this policy and are aware of the procedures.

#### **Provision**

1. The laptop will be provided by the parents and will be in good working order. The laptop must be a PC laptop (not an Apple Laptop). Maintenance and repair of the laptop is the responsibility of the parents. If buying a new laptop, weight and size of laptop should be taken into consideration to avoid heavy school bags.
2. We recommend that the laptop is insured for use outside of the home, and that it is security-marked, with the user's identity and postcode. We also recommend that a suitable protective carrying-case is provided. The School does not accept liability for damage or loss of any laptop computers, which will remain the responsibility of the owner at all times.
3. To avoid mishap, the school will provide a safe place for the pupil to keep the laptop at break times and during lessons when he does not need to use it. This is located in the Learning support room. The pupil will be responsible for depositing the laptop in the assigned safe place at such times.

#### **Preparation**

1. In order to make best use of the laptop, the pupil should be able to type competently and preferably to touch-type. His typing speed should be faster than his speed of writing. The LS Department will do an assessment on a boy's touch typing speed and accuracy prior to the Laptop being allowed to be used in school. If a boy's touch typing speed and accuracy is not as fast as his speed of writing, he will not be allowed to use the laptop. It is recommended to wait 4-6 weeks before re-testing speed and accuracy. To this end, the pupil may need to enrol on a touch-typing course outside of school. Touch-typing maximises advantages of laptop use as it allows reference to written material without having to watch the computer keyboard. A laptop is not recommended for pupils below Year 5, however in some circumstances this may be allowed, but this will be decided on a case by case scenario.
2. It is helpful if the pupil, with the help of his parents sets up templates for each subject. This might involve a header for the subject, his name and an appropriate page layout.

**Use**

1. The pupil may use the laptop in each lesson which has been decided beforehand by the Learning Support coordinator in conjunction with members of staff. He should make sure he takes the laptop to these lessons, although the teacher may, on occasion, advise against its use for a particular task (see limitations).
2. All work typed on to the laptop should be saved onto the laptop's hard disk. Any work that needs to be printed should be saved onto a USB memory stick and printed out at the earliest opportunity. A printer will be made available in school and a printer should also be available at home for this purpose. It is the responsibility of the pupil to ensure that all his work is printed in good time. Homework must be printed out at home on the day it is set.
3. Boys should check with their subject teachers how work is to be presented and stored. Some teachers may ask for the work to be glued into an exercise book, whilst others may prefer a file to be used depending on the subject's specific requirements.
4. At break times and during games periods, the laptop should be deposited in its safe place. The LS room is available at break times to do this.
5. Teachers are asked to be supportive of laptop use, at all times. Teachers should guide the pupil in how best to present his work for a particular subject or task.

**Limitations to Laptop Use**

A subject teacher has the right to veto the use of a laptop in particular situations:

1. Where its use might be dangerous or problematic e.g. in the science lab
2. Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
3. Where calculations are required without the assistance of computer functions such as in Mathematics.
4. If an individual pupil, in any lesson, is using the laptop in such a way as to cause a distraction or disturbance to the learning of others.
5. Internet access is not allowed on personal laptops.

**Laptop Use in Exams at Rokeby**

1. If pupils use a laptop during lessons this becomes the 'normal way of working' and therefore are entitled to use a laptop during exams, whether or not he has provision for extra time. The Learning support coordinator will arrange a room for laptop users during exam week.
2. All exam work will be saved onto the USB stick provided by the Learning Support department ready for printing. Exam work should be deleted from the computer after saving it on the USB stick.
3. Power leads must be brought to school during exam week to ensure the computer does not run out of battery.
4. It is the responsibility of the parents to ensure that there is no past work on the computer's hard drive. Spot checks may be carried out prior to an exam by the IT technician.
5. The pupil will have the use of the laptop explained by the Learning Support coordinator prior to the exams.
6. The pupil is encouraged to save his work regularly during the exam.
7. Those parts of exams which require diagrams should be done on the answer paper provided. This should be attached to the printed answers at the end of the exam. The pupil should put a name, form, subject and subject teacher on all his work, whether on computer or handwritten.
8. Any spelling and grammar checking facility must be disabled during all exams. The LS Coordinator/IT technician will check this before exams.
9. All mobile phones, smart watches and Wi-Fi enabled gadgets must be handed in to the office.
10. Once the exam has been completed the laptop must be put away. It must not be used for revision, drawing or gaming.

**Assistance with Laptops**

The Learning Support Co-ordinator will be available to:

1. Help pupils to establish a daily routine and encourage them to operate in an organised and independent way.
2. Act as a trouble-shooter for general queries concerning laptop users and their problems.
3. Advise on outside help for keyboard competency skills.

Pupils may also seek technical advice from IT support.

**Behaviour**

It is expected that the pupil will understand the privilege of using a laptop computer and will keep to the requirements laid out above. He is also expected to use the laptop only for school work and therefore must not play games on it or distract other pupils during lesson time. At no time should a pupil use his laptop to access the internet without supervision. Boys should not use laptops to take a photo via the webcam.

If he were to misuse it, the use of the laptop would be withdrawn for a period of time, as considered appropriate by the Learning Support coordinator in conjunction with the pupil's Form Tutor.

The Learning Support Department will check through these procedures with a prospective laptop user to ensure that they are understood fully.

With this procedure followed carefully, the laptop usage should be a profitable and happy one for all concerned and will be a useful learning tool for the pupil.

**Laptop Use at Rokeby****Parental Agreement**

Please sign this form and return to the Learning Support coordinator at Rokeby.  
(Ms Graves)

Boy's name: \_\_\_\_\_

Present form: \_\_\_\_\_

I have read the policy for laptop computer use at Rokeby and agree to follow its guidelines for my son's use of a laptop in school. I also agree to ensure that my son is familiar with these guidelines.

Is your laptop insured? Yes/No

Signed: \_\_\_\_\_

Date: \_\_\_\_\_