

## **Learning Support and Special Educational Needs (SEN) Policy**

**Reviewer:** Sarah Hayden and Christina Conner

**Approver:** Mary Plint

**Reviewed:** June 2025

**Next Review:** June 2026

Cheltenham College Preparatory School, including Pre-Prep and EYFS, is referred to as 'the Prep', Cheltenham College as 'College' and both schools as 'the school'. Those responsible for Learning Support at College and the Prep are referred to as the SENCos (Special Educational Needs Co-ordinators).

### **Contents**

Section 1: Introduction, Admission arrangements, Academic life	2
i. Pupils with SEN, sensory impairments or disabilities	
ii. Pupils with special educational needs (SEN)	
iii. Pupils for whom English is an Additional Language (EAL)	
iv. More able and talented	
Section 2: Support offered	4
Section 3: Early Years and Foundation Stage provision	8
Section 4: Specialist, additional or different provision – EHCP or EHCP request	9
Section 5: Roles and responsibilities	11
Section 6: Management and review	12
Appendices	
Appendix 1: Names of those with specific responsibilities	14
Appendix 2: Support responsibility flowchart	14
Appendix 3: Schedule of charges	15
Appendix 4: Graduated support for learning at the Prep	16
Appendix 5: Graduated support for learning at College	17
Appendix 6: Provision mapping	18
Appendix 7: Identification of SEN at the Prep	18
Appendix 8: Identification of SEN at College	18
Appendix 9: Process flowchart, Prep	19
Appendix 10: Process flowchart, College	20
Appendix 11: Prep Admissions flowchart	21
Appendix 12: College Admissions flowchart	22

## Section 1

### a. Introduction

Support for learning is fully incorporated within teaching and learning practices and the Learning Support department works in partnership with academic departments and the pastoral teams to ensure a holistic and inclusive educational experience for all pupils.

A Quality First Teaching approach is used, whereby teachers deliver high quality, inclusive lessons that are responsive to the diverse needs of learners. Teaching and learning activities are differentiated and adapted where necessary to support individual progress and attainment. Where needed, the Learning Support department provides targeted, evidence-informed support to help pupils to enjoy learning, achieve their academic potential and to develop increasing independence. As a co-educational, academically selective school offering a traditional academic curriculum, learning in its broadest sense is central to the school's ethos. This policy describes the philosophy and practices underpinning the educational support throughout the school and the pathways followed to support pupils in their educational journey. It reflects the school's commitment to providing high quality care and educational experience, informed by national frameworks:

- ☐ The Children and Families Act 2014
- ☐ Every Child Matters
- ☐ Equality Act 2010
- ☐ Teachers' Standards 2012
- ☐ SEND Code of Practice 2015 (updated 2020)
- ☐ Joint Council for Qualifications (JCQ)
- ☐ Keeping Children Safe in Education (2024)

This policy should be read in conjunction with the following school policies:

- ☐ Child Protection and Safeguarding Policy
- ☐ Admissions Policy
- ☐ Disability Policy
- ☐ Equality and Diversity Policy
- ☐ Reasonable Adjustments Policy
- ☐ Examinations Access Arrangements Policy
- ☐ Anti-bullying Policy EAL Policy
- ☐ More Able and Talented Policy

This should also be considered in conjunction with the Three Year Access plan for the respective school, which detail steps taken by the school to broaden access.

The school believes that pupils with specific learning difficulties, sensory impairments or disabilities should be enabled to participate as fully as possible in school life, with reasonable adjustments made to facilitate inclusion wherever possible. Pupils should have full access to the curriculum provided and must not face discrimination. Children with Special Educational Needs (SEN) may be at increased risk to abuse; staff must remain vigilant and ensure safeguarding practices reflect an understanding of the additional vulnerabilities these pupils may face. Perpetrators may themselves have experienced abuse and may repeat harmful behaviours; this possibility should inform staff awareness and responses. Some pupils with specific needs may be prone to isolation and may require tailored pastoral support and structured interventions to promote social inclusion and emotional wellbeing.

## **b. Admission Arrangements**

As an academically selective school, the admission of pupils who have a mild learning difficulty, sensory impairment or disability is considered where the required academic level is met through the entrance process and the school is confident that a pupil can be successful and happy in the environment.

The school aims to be inclusive in its admissions practices and to support pupils in achieving their full potential. However, it is essential that the school can provide an environment in which a pupil can thrive both academically and personally within the scope of the support reasonably available.

As part of the admissions process, the Special Educational Needs Coordinator (SENCo) may review any disclosed needs, relevant documentation, and professional reports to determine whether the school can meet the pupil's needs effectively. It is important that, with appropriate support and reasonable adjustments, the pupil can independently participate in and benefit from with the mainstream curriculum as delivered by subject teachers and in the wider life of the school.

Most pupils with a mild difficulty, sensory impairment or disability can be supported through the educational provision generally available at the school. The SENCo's assessment is made with the intention of ensuring the school is the right fit for the pupil's learning profile, and that the pupil is likely to experience success, inclusion, and well-being rather than simply managing or "surviving" in a potentially unsuitable environment. Where additional support is likely to be necessary this is discussed with parents prior to the offer being made to ensure that expectations are aligned and appropriate provisions can be put in place.

Appendices 11 and 12 illustrate the process for reviewing relevant documents received by Admissions.

## **c. Academic life**

The school provides a rich academic experience to help pupils thrive, utilizing adaptive teaching methods that cater to diverse learning styles and needs. Education is further enhanced by an extensive co-curricular, enrichment and wellbeing programme. Strong pastoral support helps pupils to flourish academically as well as in aspects of life. Tutors monitor academic attainment and assist pupils in setting targets and making informed decisions. For boarders, House routines and staff support educational success by encouraging quality homework and revision.

The school has high expectations for all pupils, including particular groups of pupils:

### **i. Definitions and Provision for Pupils with Diverse Learning Needs**

#### **Pupils with Learning Difficulties and Special Educational Needs (SEN)**

A child or young person has a learning difficulty if they experience significantly greater difficulty in learning than the majority of others of the same age. Learning difficulties span a wide spectrum of needs, typically grouped into four broad areas (DfE & DoH, 2015):

- ☐ Cognition and learning
- ☐ Communication and interaction
- ☐ Social, emotional and mental health (SEMH)
- ☐ Sensory and/or physical needs

At this academically selective school (entry from Year 3), the most common difficulties include:

- ☐ Mild dyslexia
- ☐ Mild developmental coordination disorder (dyspraxia)
- ☐ Mild attention deficit hyperactivity disorder (ADHD)
- ☐ Processing speed difficulties

The school is committed to inclusive, high-quality teaching that removes barriers to learning and supports pupils with mild learning difficulties, sensory impairments, or disabilities. Where needed, additional intervention may be offered through the Learning Support department. This may include individual or small group sessions focused on specific skills such as literacy, organisation or study strategies. These sessions incur a fee, detailed in Appendix 3.

Most pupils with mild learning difficulties can be supported through adaptive classroom teaching without the need for regular additional lessons. They are monitored carefully and teachers flag any concerns with the SENCo.

A child is considered to have Special Educational Needs (SEN) if their learning difficulty or disability requires special educational provision beyond that generally available (Children and Families Act 2014, s.20). In cases of more complex needs, an Education, Health and Care Plan (EHCP) may be in place, or developed in consultation with the local authority. See Section 4 for further details.

## 2. Pupils with a Disability

Under the Equality Act 2010, a disability is defined as a “physical or mental impairment” that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities (Equality Act 2010, s.6). The school is legally required to make reasonable adjustments to ensure pupils with disabilities.

## 3. Pupils for Whom English is an Additional Language (EAL)

The school values the cultural and linguistic diversity brought by its international pupils. EAL learners sit an entrance assessment to determine English language proficiency. Additional support may be provided to develop literacy and fluency in English, including preparation for the IELTS examination at Sixth Form level.

The EAL department supports both academic and cultural adjustment and monitors language development. Where there is concern about learning progress, teachers will assess whether difficulties stem from language acquisition or may indicate an underlying learning need.

Further guidance is provided in the school’s EAL Policy.

## 4. More Able and Talented Pupils

The needs of high-attaining pupils are met through differentiated extension work in lessons, enrichment activities, academic societies, and competitions. Those on academic scholarships or identified as more able and/or talented are supported to stretch their capabilities both within and beyond the curriculum. More information is available in the school’s More Able and Talented Policy.

# Section 2: Support offered

## a. ‘Quality first’ teaching

Teachers are responsible for recognising and addressing the individual learning needs of their pupils. Following the Teachers’ Standards (DfE, 2012) and SEND Code of Practice (DfE & DoH, 2015), they must plan and deliver high-quality, differentiated lessons that respond to each

pupil's learning profile, including those with special educational needs and disabilities (SEND).

Effective teaching includes:

- ☐ A broad, balanced, and well-sequenced curriculum
- ☐ Regular formative assessment
- ☐ Explicit development of literacy, oracy, and subject-specific language
- ☐ Use of evidence-based strategies to support study skills and metacognition

When setting classes by ability, teachers ensure pupils with learning differences or disabilities are fairly included. The Learning Support Department assists by providing personalised learning profiles, advising on classroom strategies, collaborating on inclusive practices, and delivering targeted interventions.

All staff are expected to implement recommended adjustments and promote an inclusive environment where every pupil can thrive.

### **i. Teacher training**

The school is committed to ensuring that all teaching staff are confident, knowledgeable, and effective in meeting the needs of pupils with learning differences. Teachers receive regular in-service training (INSET) and have opportunities to attend externally run courses in order to enhance their practice. INSET ensures that teachers are well-informed about their responsibilities and equipped to help pupils with learning differences. Teachers who are new to the school and on placement are informed about support through the Induction Programme, which includes an introduction to the Learning Support Department, key policies and referral procedures. Further information about teaching pupils with learning differences is available to teachers via the school's digital learning platform and through reference materials available in the staff resource area at the Prep School. Resources are curated to ensure relevance and currency.

### **ii. The Individual Learning Needs list (ILN list)**

Teachers are informed of pupils' individual learning needs via the Individual Learning Needs (ILN) list and the school's secure pupil database. These tools identify pupils with SEN, disabilities, or medical conditions that affect learning, and outline recommended classroom strategies and adjustments.

Both the ILN list and database are regularly updated, and staff are notified of changes to ensure teaching is responsive and inclusive.

Pupil records clearly indicate whether a pupil is learning independently or is receiving additional support, such as Learning Support sessions or exam access arrangements, in line with SEND Code of Practice (DfE & DoH, 2015) and JCQ guidance (2024).

### **iii. Exiting the ILN list**

A pupil's name may be removed from the list if:

- ☐ a pupil entered for monitoring purposes makes progress
- ☐ assessment shows that no further action is required
- ☐ the pupil has made progress and no longer requires extra support
- ☐ a special examination arrangement, such as typing, is no longer required
- ☐ there is no SEN that continues to influence learning

## **b. Targeted interventions**

If a pupil does not make expected progress despite high-quality, differentiated teaching, the class teacher consults with the tutor and/or SENCo to consider whether the pupil may have an underlying learning difficulty or would benefit from additional support.

Any ongoing support is arranged in consultation with parents and is tailored to individual need. The class teacher remains responsible for the pupil's progress in the classroom, in accordance with the graduated approach outlined in the SEND Code of Practice (2015). Pupils are encouraged to take an active role in their learning, including seeking help when needed, as part of developing independence and self-advocacy skills.

Support strategies are regularly reviewed to evaluate their impact and adjusted as appropriate. This ensures that intervention remains effective, targeted, and proportionate. In the context of assessments, the SENCO should have oversight of any interventions deemed necessary or unnecessary, based on a holistic understanding of the pupil's learning profile. This includes, for example, the decision to allocate or withhold retakes for internal assessments, particularly for pupils with identified learning needs (ILNs). This is in conjunction with the wider academic team.

A wide range of flexible intervention programmes are available across the school to meet individual needs. Examples are detailed in Appendices 4 and 5, which outline provision at the Prep and College respectively – which are different.

### **Further school support**

Pupils are encouraged to attend revision clinics arranged by academic departments. Tutors, teachers and Heads of Sections liaise about Academic Support Plans or Satis Cards (College) or Focus Reports (the Prep), which target specific improvements, such as concentration, punctuality or organisation and provide timely lesson-by-lesson feedback. Academic Support Plans are also used in structuring support for a pupil preparing for examinations. Additionally, College offers Supervised Study and Classroom Support, providing individualized assistance with teachers outside of regular lessons).

### **Resources**

Many electronic resources to aid learning and revision are available to pupils.

At the Prep, eligible pupils may be permitted to use a laptop in certain lessons due to their specific learning needs. They are encouraged to develop touch typing skills. Some pupils also use assistive devices such as reading pens.

At College, pupils routinely use laptops or tablets for prep and coursework and classroom tasks where necessary. However, the ability to present neatly handwritten work remains essential, and pupils are encouraged to maintain and develop their handwriting and typing skills. College offers touch typing courses and support with the use of assistive technology for those who require it.

Study skills are embedded in teaching and learning. At College, revision clinics are arranged in the lead-up to public examinations and study skills seminars arranged at strategic times. Information on revision and a range of study skills is available to teachers and pupils through the College library.

College pupils are encouraged to use the Ben White Learning Centre, the Chatfeild Roberts

Library and subject libraries as suitable working areas during study periods and at other times.

At the Prep there is a programme of Study Skills in Middle and Upper School; with pupils being given advice on how to revise, types of resources to make and also provided with support for planning their revision. Pupils who come to Coach House in Upper School often have Study Skills incorporated into their teaching programmes.

## **The Learning Support Department**

### **Entry**

Pupils' academic progress is closely monitored throughout their time at the school via regular assessments and detailed teacher feedback, enabling timely identification of learning needs.

The Learning Support department offers additional assistance in literacy, study skills, and organisation for individuals or small groups. Maths support is provided at the Prep through the Learning Support department, while College pupils can access subject-led Maths clinics.

A pupil's SEN needs are reviewed upon entry through collaboration with parents, the previous school, and examination of assessment, medical, and school reports. Where transitional support is beneficial, this is discussed with parents and arranged accordingly.

At College, pupils with prior learning support experience are encouraged to develop independence within new routines, with appropriate guidance from tutors, House staff, and teachers.

Strong communication and collaboration between Learning Support, teaching, and pastoral teams ensure that additional help is provided as needed, taking into account available resources and the individual pupil's circumstances.

## **Contact with parents and pupils**

Parents of prospective pupils with individual learning needs may visit the Learning Support department when they initially tour the school and meet with department staff. Parents are asked to send copies of relevant documentation to Admissions prior to entry, so support arrangements can be considered and made in advance where desirable. At the Prep, some initial assessments for literacy and numeracy may be offered to assess the level of Learning Support or EAL required in order to advise whether the level of support required can be provided. The Prep and College liaise closely at transfer. Parents are invited to remain in contact with the respective Learning Support departments and to make contact at any time if they have concerns or queries. Learning Support teachers attend Parents' Meetings at College. Throughout their time in College, pupils are encouraged to discuss academic matters with their tutors and they are also welcome to contact Learning Support staff if they feel that they need extra support.

## **Learning Support staff**

Both schools' Learning Support Departments are staffed by a SENCo and two Learning Support teachers, all of whom hold suitable specialist qualifications. At College, a Learning Mentor is available during the afternoon and evening to help pupils with skills such as essay planning, organisation, homework and study skills. Some general in class support is provided by Learning Support Workers in Year 3 and 4, and attached to the English and Maths Departments at The Prep.

## **Extra lessons in the Learning Support department**

Where a pupil may benefit from regular weekly extra lessons with a specialist teacher, parents are contacted. At the Prep, if parents accept the offer of regular support, pupils are withdrawn from certain non-academic subjects for the support lessons. At College, lessons are usually arranged at a suitable time to avoid curriculum lessons being missed. Support arrangements are reviewed on a termly basis and lessons discontinued when they are no longer needed. Parents are encouraged to contribute to decisions regarding the conclusion of these lessons.

## **Identification of SEN**

The Learning Support department plays a key role in identifying pupils who may have areas of learning difficulty. Screening is conducted as required at the Prep and at College in Year 9, Year 12, and for entrants to Year 10.

If screening results fall below the average range, further assessment may be undertaken by a specialist teacher or by an Educational Psychologist (EP) who has an established relationship with the school. Such assessments provide detailed insights to inform appropriate support strategies. When an EP assessment is arranged, parents or guardians liaise directly with the assessor regarding any associated fees.

Assessments may also be necessary where an Education, Health and Care Plan (EHCP) exists or is being applied for.

Relevant feedback from assessments, including recommended interventions, is shared with parents, pupils, teachers, tutors, and House staff. By providing assessment information, parents consent to the necessary disclosure of details to staff involved in supporting the pupil's learning and progress.

Teachers contribute to early identification by raising concerns with the pupil's tutor and the Learning Support team when learning difficulties are suspected.

Where issues related to vision, hearing, or other physical, behavioural, or cognitive factors are suspected to impact learning, specialist assessment may be recommended.

Flowcharts outlining the processes for learning support provision and identification of specific learning difficulties are available in Appendices 9 and 10.

## **Making special examination access arrangements**

If a pupil has SEN status or a disability that significantly affects their working pace, their eligibility for special exam access arrangements is considered following JCQ regulations.

Eligibility is based on evidence from assessments, usually starting in Year 9 and reviewed in Year 12. The College SENCo works with the Examinations Manager and staff to implement approved arrangements reasonably within the school's capacity.

Documentation proving the ongoing impact of the disability on learning and exams is carefully maintained to meet JCQ standards. Previous arrangements don't automatically continue; current evidence and teacher observations reflecting the pupil's usual classroom support are required.

The SENCo consults teachers to assess ongoing needs and reasonable adjustments, and parents are invited to discuss arrangements to ensure transparency.



The school stays up to date with JCQ eligibility criteria through annual training and ensures compliance with current guidelines.

### **The Prep: tests and examinations**

Class tests normally occur within normal lesson times without exam access arrangements. Eligible pupils have access arrangements in place for the Summer Term exams, where applicable, for Years 5-7 and for the Common Entrance exams in Year 8. Any pupils sitting the ISEB 11+ Pre-Test may, with negotiation with the senior school of choice, have additional time awarded in line with exam access arrangements.

### **College: Tests and Examinations - Third Form**

In conjunction with the results of assessments done in the Learning Support department, the class tests taken in November help to determine whether previously established examination arrangements such as extra time are still needed. Class tests usually occur within normal lesson times and are written in normal time. Test feedback recognises pupils with SEN who have previously had special examination arrangements.

In the summer examinations, a Third Form pupil may be eligible for special examination arrangements if:

- there is current documented evidence of a specific learning difficulty or disability *and*
- teachers' observations of performance in lessons and class tests confirm the need for special examination arrangements.

### **Fourth Form, Fifth Form and Upper College**

Wherever possible, eligible pupils in the Fourth, Fifth Form and Upper College have special examination arrangements in class tests. Eligible pupils have special examination access arrangements in College examinations.

### **Transfer of information**

Arrangements are in place to ensure for the smooth transfer of documents and information to the next phase of education. SENCos liaise with their counterparts at receiving schools and transfer relevant document to future schools, with parental permission. If a Sixth Form student wishes to forward their personal documentation to a university, they must request in writing that a copy be sent to their own address, for forwarding as they choose.

### **Curriculum changes**

Every learner should have access to a full complement of academic subjects, but consideration may be given to a reduction in the number of subjects taken, particularly where a pupil has medical or health care needs. Any reduction must be approved by the Deputy Head Academic (DHA). In exceptional circumstances, some curriculum and related assessment arrangements can be modified or disapplied. Changes are only agreed after consultation with parents that includes agreement about alternative provision.

## **Section 3: Early Years and Foundation Stage Provision**

There is an emphasis on quality teaching and the class teacher, not only the Pre-Prep/EYFS SENCo, is responsible for supporting all pupils. The 2 year check should give an informative start point. Behaviour is not a learning difficulty issue, the 3 prime areas are:

- ☐ Physical development
- ☐ Communication and language

- Personal, social and emotional development

These are strengthened and applied in the areas of the early years goals. The expectation is that Early Years practitioners will have a basic knowledge of SEN and be able to plan activities to help the child to overcome gaps or delays in learning. Where the gap does not close, the question needs to be asked about possible learning difficulties and further investigation undertaken.

The process of graduated response is Assess, Plan, Do, Review.

### **Phase one:**

The EYFS profiles are used to inform parents that a child is not making expected rates of development. The teacher plans high quality activities to target areas of weakness. Regular assessment identifies if a child is still not making expected rates of progress. The teacher and SENCo gather evidence and assess informally, involving parents where possible. A Pre-Prep/EYFS Record of Concern may be raised to allow further investigation and assessment. Extra activities and/or interventions are put in place. The impact of intervention is reviewed and the programme repeated or support moves to an Early Years Support Plan.

### **Phase two: Early Years Support Plan**

#### **Assess**

Analyse child's needs

Gather teacher's view, experience of child, progress, behaviour, attendance, views of parents.

SENCo assessments

External professional advice sought

#### **Plan**

Agree SMART targets

Identify interventions and support in liaison with SENCo

Inform all relevant staff

Share outcomes and targets for improvement

#### **Do**

Early years practitioner works with the child on a daily basis

Teacher takes responsibility for group interventions away from the class (with advice/support from the SENCo)

Early years practitioner is involved in planning and assessing intervention with SENCo

SENCo supports the Early Years practitioner

#### **Review**

Review plan on a termly basis with teacher and SENCo and then with parents.

Interventions should initially be planned for at least half a term

Revise the support in the light of child's progress

Plan changes to support and revise outcomes/new targets – agreed with parents and child

### **Transition to Year 1**

This is an important stage and it is important that the information available is passed between the appropriate staff. The SENCo for EYFS is also the SENCo for Pre-Prep and is responsible for the transference of relevant information and history.

### **Section 4: Specialist, additional or different provision – EHCP or EHCP request**

The level of learning challenge a pupil with SEN faces may become clearer over time. If a very significant, long-term need emerges and an EHCP is not already in place, it may be necessary

to request one when additional or different support beyond what the school generally offers is needed (see sections 2 and 3). Parents' and pupils' views are considered when requesting an EHCP.

SEN may be identified at school entry or through assessments, and can include:

- ☐ Communication and interaction difficulties (e.g., autism spectrum conditions)
- ☐ Cognition and learning challenges (e.g., dyslexia, dyspraxia, dyscalculia)
- ☐ Social, emotional, and mental health issues (e.g., depression, ADHD)
- ☐ Sensory and/or physical needs (e.g., visual or hearing impairments)

The school has regard for the 2015 SEND Code of Practice for guidance on supporting children with SEN, including EHCP procedures and Early Years Foundation Stage support. The Local Authority manages EHCPs for ages 0-25 and publishes a Local Offer outlining available support. Gloucestershire's Local Offer can be found at: <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

### **Education Health Care Plan (EHCP) or EHCP request**

If a child doesn't make expected progress despite support, additional measures may be needed. Without an existing EHCP, the school may consult parents and refer the child to external specialists or request a statutory EHCP assessment from the Local Authority (LA). The school provides the LA with records of support already given. An EHCP can include LA-funded services like speech therapy or a carer, and its objectives are reviewed annually. The SENCo regularly communicates with any personal assistants or support workers.

In Prep, Pupil Passports are created with the pupil for those with an EHCP or high needs, outlining classroom support, challenges, exam arrangements, and curriculum access.

Additional services required by the EHCP may incur charges billed to parents or the LA, depending on responsibility, in line with the Equality Act 2010.

## **Section 5: Roles and Responsibilities**

### **Responsibilities of teachers**

Teachers are responsible for the progress and development of the pupils in their class and for maintaining high academic expectations. Through Quality First teaching, they are expected to use varied and suitable teaching and learning approaches to support pupils with SEN and disabilities, to help to identify pupils with SEN and help determine suitable examination access arrangements. In delivering excellent targeted Quality First teaching, teachers:

- ☐ maintain the highest possible expectations, setting suitable challenges
- ☐ build on what the pupil knows, understands and can do
- ☐ adapt teaching to ensure that the pupil is fully involved in learning
- ☐ use specific strategies suggested by the SENCo to support the pupil's learning, liaising with the SENCo as needed
- ☐ check gaps in understanding and providing extra support

### **Responsibilities of Heads of Department (HoDs) and Heads of Section**

HoDs ensure that schemes of work enable the curriculum to be covered fully and within appropriate time-scales, so that sufficient time is available for consolidation and revision. At

the start of the year, HoDs ensure that members of their department have accessed the ISAMs records of pupils with individual learning needs and have made a note of class support strategies. They also ensure that regular opportunities are provided for discussion about pupils causing concern, track academic progress and ensure that regular clinics are available. The SENCos are members of the HoD teams.

Heads of Section monitor progress across subjects and may also help tutors to implement additional support strategies for individuals, such as a Pastoral Support Plan or Academic Support Plan.

### **Responsibilities of the SENCos:**

- ☐ Managing staff, teaching and resources in the Learning Support department
- ☐ Attending HoDs meetings and liaising with the Deputy Head Academic, SLT and the SEN Governor
- ☐ Maintaining the ILN list, creating Individual Learning Plans, circulating support information and liaising with colleagues about class support
- ☐ Contributing to the study skills programme
- ☐ Meeting with and reporting progress to parents or guardians
- ☐ Identifying pupils who may have a learning difficulties or those who may benefit from additional support, and arranging for EP or other specialist assessments as needed
- ☐ Monitoring academic progress of pupils with learning difficulties
- ☐ Evaluating provision of support across the school and arranging relevant INSET
- ☐ Assessing pupils to determine eligibility for access arrangements, gathering evidence of need from teachers and ensuring appropriate exam arrangements are in place
- ☐ Liaising with other schools to ensure continuity of support at transfer
- ☐ Maintaining continuing professional development activities and keeping up to date with relevant legal and national directives
- ☐ Having input into and implementing the Three Year Access Plan

### **Responsibilities of Senior Leadership Team (SLT) and Governors**

The SLT is responsible to Governors for all matters relating to SEN provision. At the Prep, the the SENCo is on SLT and the Deputy Head Pastoral is responsible for matters relating to wellbeing. At College the Deputy Head Learning and Wellbeing presents Learning Support matters at SLT.

## **Section 6: Management and review**

### **Evaluating the effectiveness of learning support**

The effectiveness of teaching and learning is evaluated through structures such as the HoDs meetings, work scrutinies, lesson observations and teachers' professional development reviews. HoDs, Heads of Section and tutors track academic progress and SENCos monitor the progress of pupils on the ILN list.

The SENCos may observe lessons with a specific focus on the teaching strategies and adjustments made to support the needs of different groups of learners. Follow-up discussions focus upon specific in-class interventions that could be beneficial.

Pupil, parent and teacher feedback and reports help to identify targeted skills for Learning Support lessons or discontinuation of these lessons.

### **Tracking pupil progress**

An overview of progress is maintained by the Deputy Heads Academic and Heads of Section. Regular meetings are held between relevant parties to discuss specific concerns with a pupil's progress. Parent Meetings also provide an opportunity for staff to discuss a child's progress with their parents. Learning Support staff contact and meet parents as required.

### **Links with other professionals**

The school works on a regular basis with independent EPs, Speech and Language Therapists and Occupational Therapists. Inter-agency co-operation is in place to ensure provision meets the needs of the children with disabilities. Links are made with external agencies as appropriate, including the LA, other schools and Health and Social Services.

Members of the department engage in continuing professional development activities and attend meetings where matters of professional interest and national directives are discussed and good practice is shared. The schools hold membership of PATOSS, the Professional Association of Teachers of Students with Specific Learning Difficulties. The College SENCo attends the Rugby Group SENCo meeting; the Prep has good links with the National Handwriting Association and is a member of NASEN, the National Association for Special Educational needs.

### **Storing and managing information**

Information on the Learning Hub Tracker and the database is reviewed termly and updated where necessary. Standardised scores for literacy skills tests are available to teachers.

The SENCos ensure that all appropriate records are kept and available when needed. Parental consent is sought for copies made of confidential documents such as EP reports, which are stored securely in the Learning Support department and are usually disposed of once the individual reaches 25 years of age. Health Records are maintained by the Health Centre in consultation with parents. Class teachers record ongoing achievements and observations and maintain individual records and portfolios. The SENCos maintain records and archive them appropriately in liaison with Archives staff.

### **Reviewing the policy**

The Learning Support policy has been devised by the SENCos and Deputy Head Learning and Wellbeing, in consultation with the DHAs. It is reviewed annually.

### **Dealing with complaints**

Any issues regarding the provision of Learning Support should be referred to the relevant SENCo. If the matter needs to be taken further, it should be referred to the DHA (Prep) or the Deputy Head Learning and Wellbeing (College). Any unresolved issue would be addressed by the Head and, ultimately, by the Governors.

## Appendices

### Appendix 1: Names of those with specific responsibilities

Designated Safeguarding Lead and Looked After Children Lead:

**Prep:** Noll Jenkins DSL

**College:** Michelle Lucas-Halliwel DSL

Designated person overseeing the management of medical needs: Dr Jim Ropner and Health Centre staff

Senior Management Team representative:

**Prep:** Christina Conner, Deputy Head Academic: [c.conner@cheltenhamcollege.org](mailto:c.conner@cheltenhamcollege.org)

**College:** Mary Plint, Deputy Head Learning and Wellbeing [m.plint@cheltenhamcollege.org](mailto:m.plint@cheltenhamcollege.org)

Heads of Learning Support department:

**Prep/ Pre Prep/ EYFS:** Christina Conner Head of Learning Support / SENCo:

[c.conner@cheltenhamcollege.org](mailto:c.conner@cheltenhamcollege.org)

**College:** Head of Learning Support and SENCO: Sarah Hayden:

[SENCO@cheltenhamcollege.org](mailto:SENCO@cheltenhamcollege.org)

### Appendix 2: Support responsibility flowchart

#### Governors

Responsible for SEN.

#### Senior Leadership

Prep: Deputy Head Academic responsible for matters relating to learning support, disabilities and SEN at Senior Leadership level, Education Committee and Council.

College: Deputy Head Learning and Wellbeing responsible for matters relating to learning support, disabilities and SEN at Senior Leadership level. Deputy Head Academic responsible at Education Committee and Council.

#### Middle Managers

SENCo responsible for liaising with teachers, HODs, Heads of Section, Deputy Head Academic. Heads of Section track progress with tutors. HODs implement teaching and learning policy.

#### Heads of Department

Responsible for professional standards, schemes of work, monitoring progress and department initiatives e.g. revision clinics. Boarding Housemaster/Housemistress is responsible for prep supervision of Boarders.

#### Teachers & Tutors

Responsible for supporting all pupils in class, including those with a known need. Tutors support pastorally and monitor progress.

### Appendix 3: schedule of charges

#### **Schedule of charges for Learning Support/EAL lessons, per term, Prep**

<b>Level 1</b>	1 weekly group lesson	£275 excl VAT
----------------	-----------------------	---------------

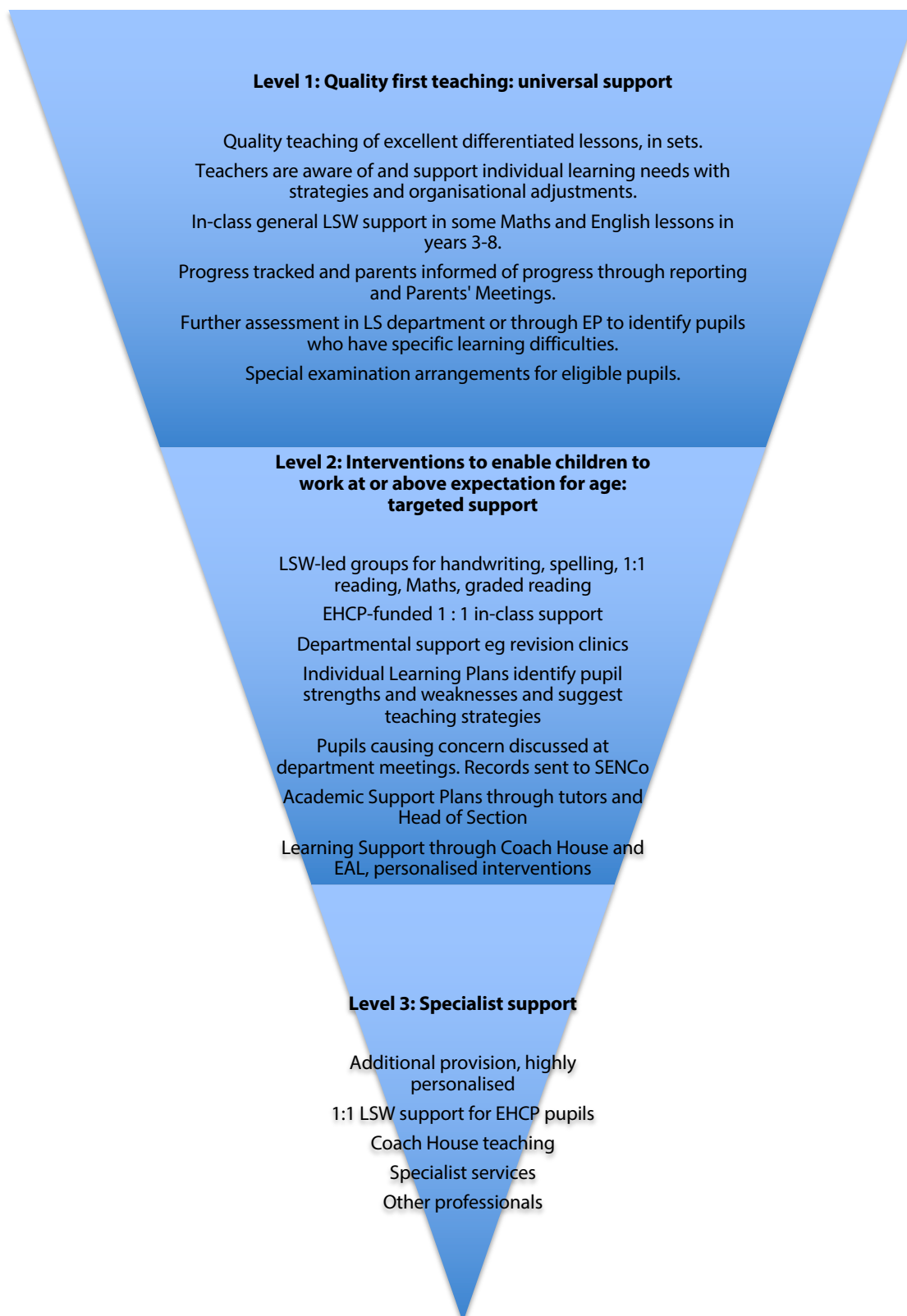
<b>Level 2</b>	1 weekly individual lesson	£405 excl VAT
----------------	----------------------------	---------------

#### **Schedule of charges for Learning Support lessons, per term, College**

<b>Level 1</b>	1 weekly group lesson	£275 excl VAT
----------------	-----------------------	---------------

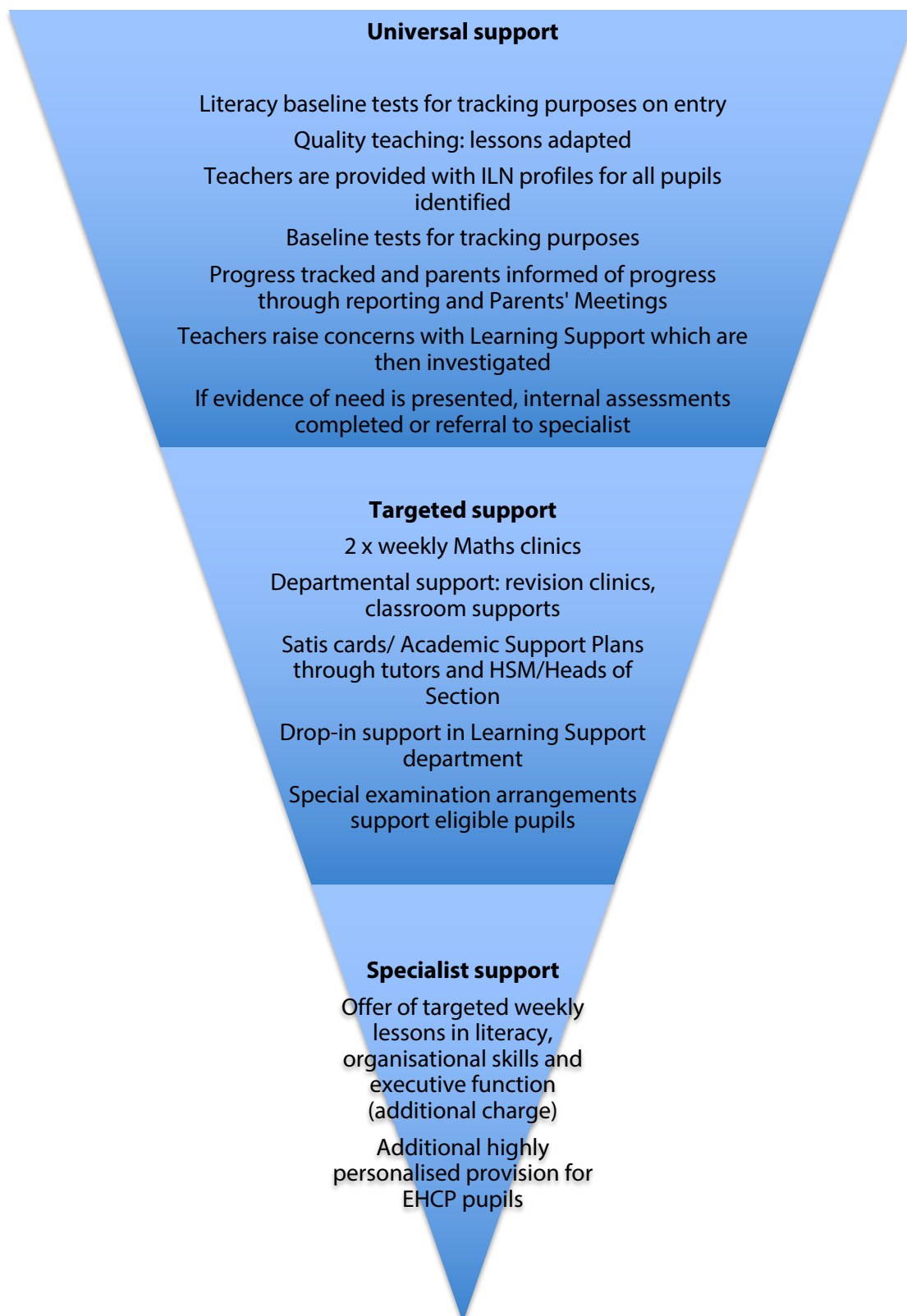
<b>Level 2</b>	1 weekly individual lesson	£505 excl VAT
----------------	----------------------------	---------------

## Appendix 4: Academic Support for Individual Learning Needs (Prep)

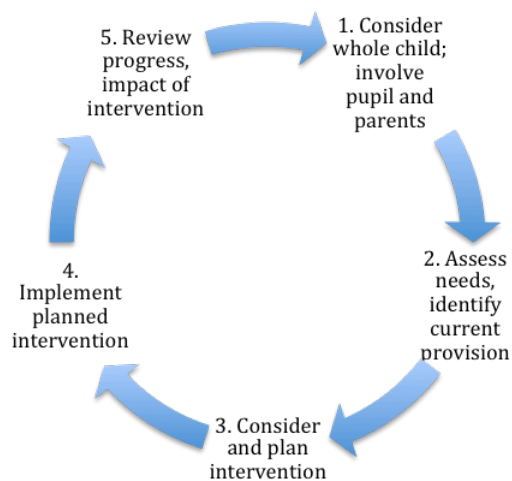




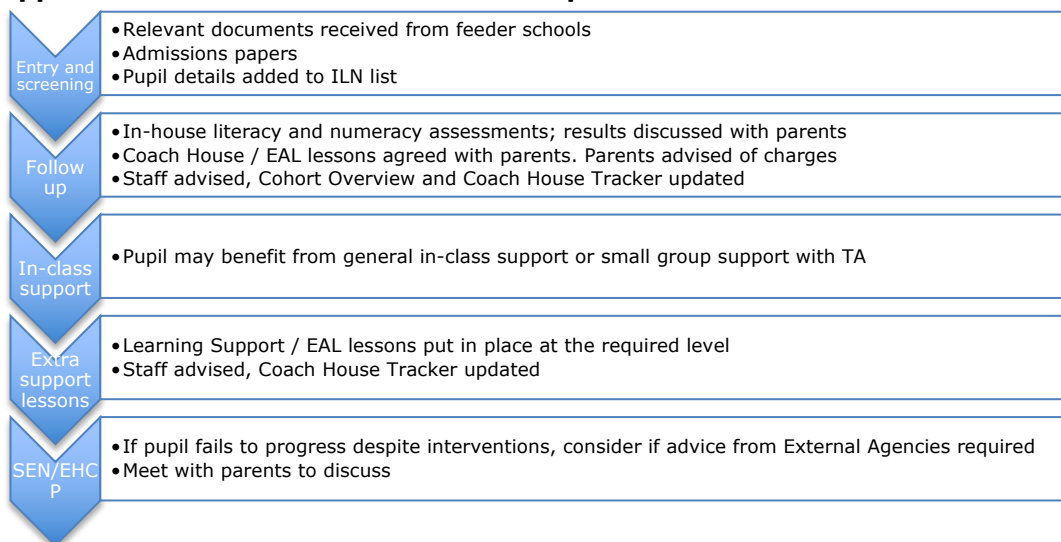
## Appendix 5: Academic Support for Individual Learning Needs (College)



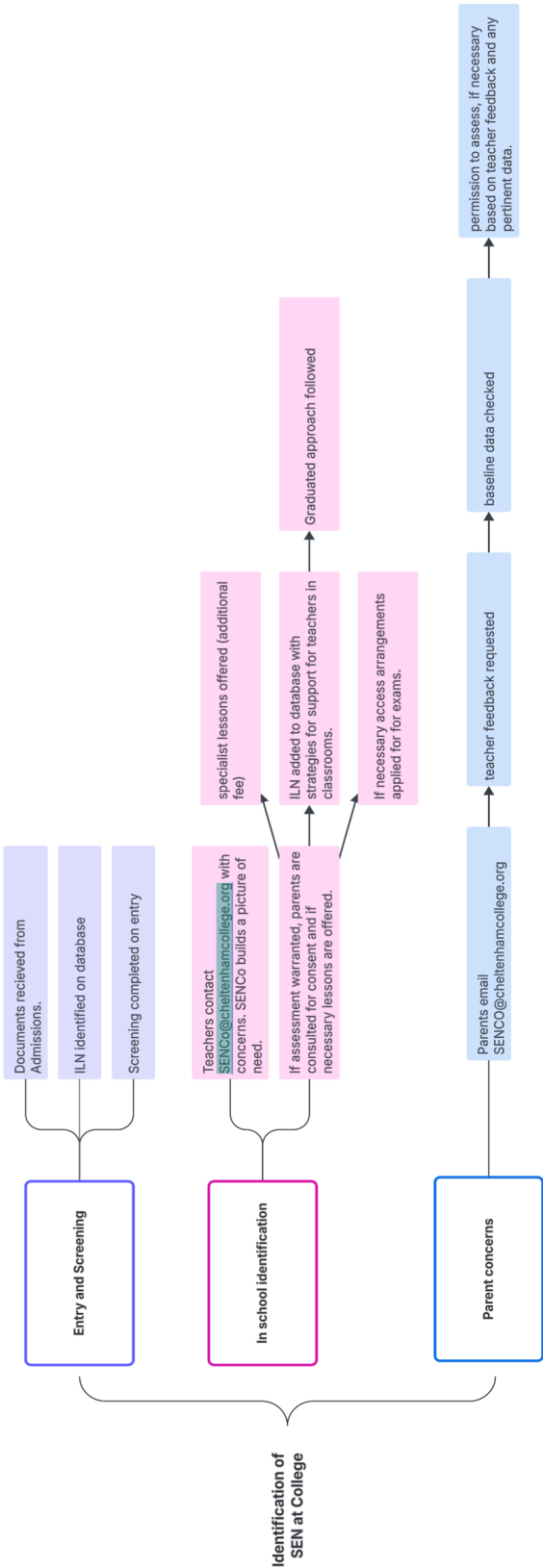
## Appendix 6: Graduated approach for managing SEN



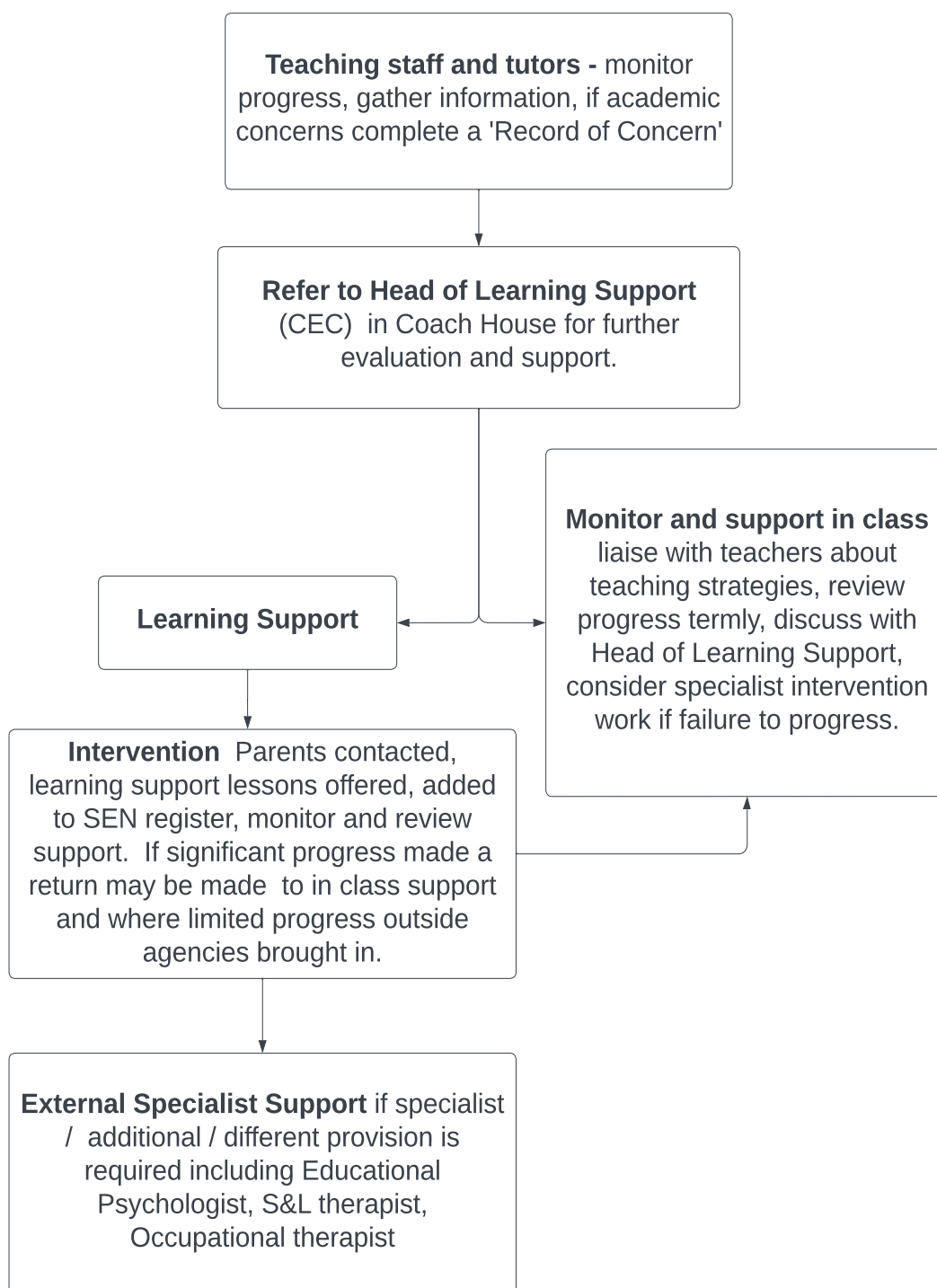
## Appendix 7: Identification of SEN at The Prep



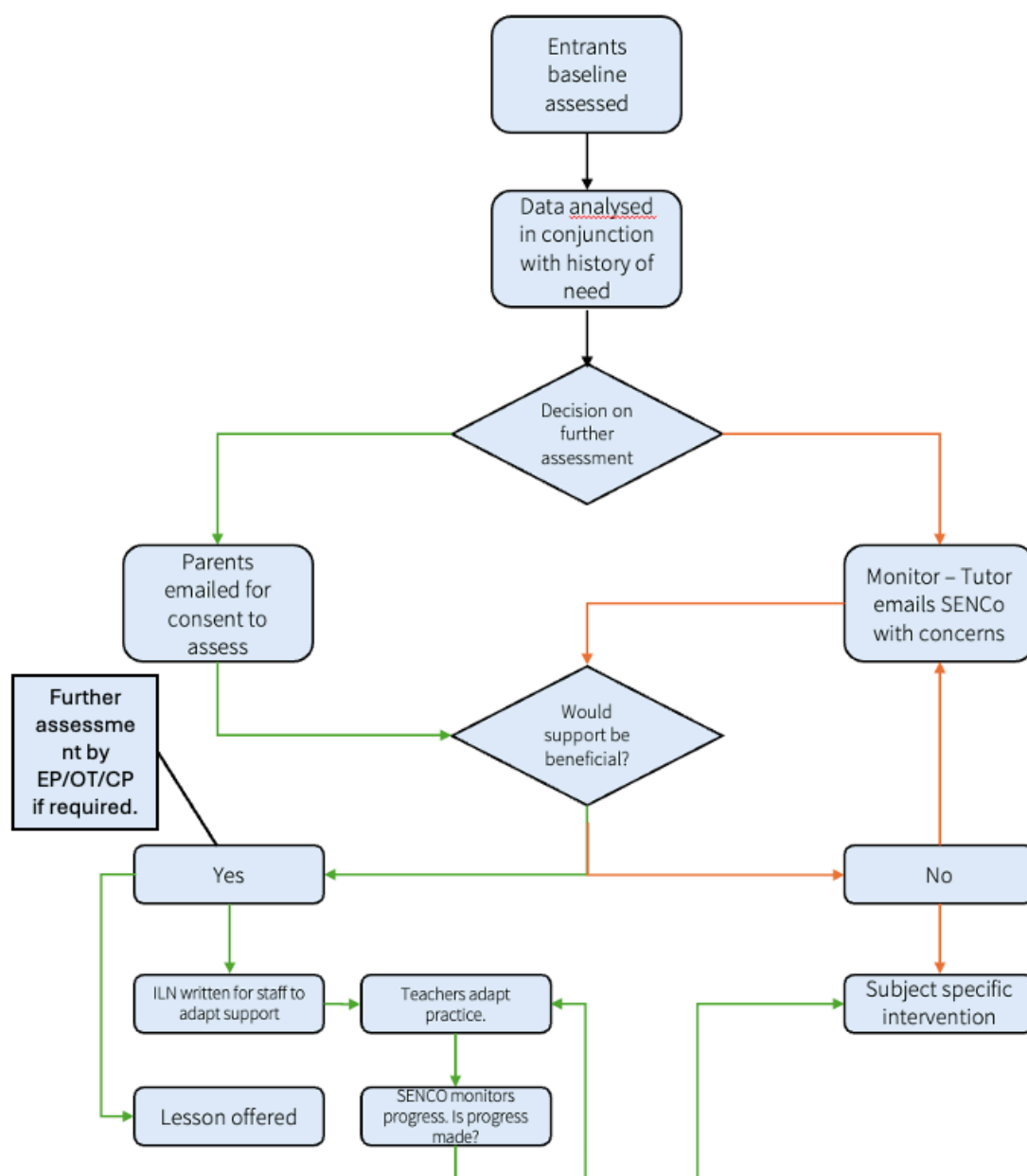
Appendix 8: Identification of SEN at College



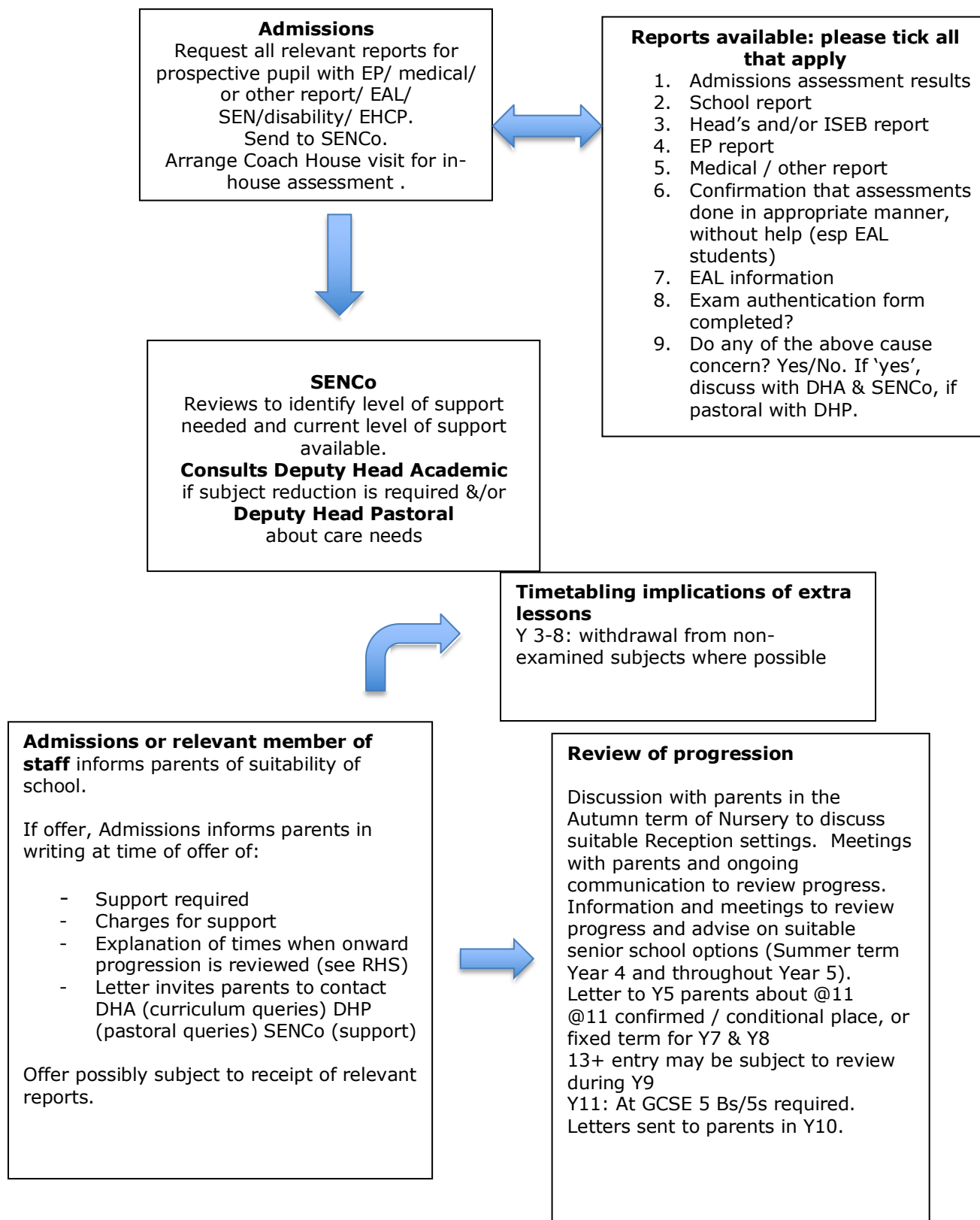
## Appendix 9: Process flowchart, Prep



## Appendix 10: Process flowchart, College



## Appendix 11: Prep Admissions flowchart (for consideration of reasonable adjustments)



Appendix 12: College Admissions flowchart (to consider suitability of College)

