



**Durham School**

**SEND Handbook**

*We are what we repeatedly do. Excellence, therefore, is not an act but a habit.*

**Aristotle**

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## **1. Introduction**

*'Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age'. A Guide for parents and carers, DFES.*

This handbook outlines the processes employed at Durham School in supporting pupils with learning difficulties so that they can gain access to the curriculum and maximize their potential.

## **2. Partnership with Parents**

The Learning Support Department values the role of parents in the support of pupils with special educational needs. We take into account parental views and therefore, maintain regular contact with parents and provide the following opportunities for communication:

- visits and information before joining the school
- individual learning profile
- coffee mornings
- prep diaries
- letters regarding assessments and support provision
- letters regarding Access Arrangements
- information leaflets

At any time parents/guardians, may telephone or e-mail members of the Learning Support Department to discuss assessments, gain an update on support provisions, or to arrange a meeting.

## **3. Pupil Voice**

Pupils are involved in decision making processes regarding their learning. Appropriate learning support strategies are discussed with pupils and appropriate provisions put in place. Teaching takes into account pupils needs identified by pupils and staff. Where possible, timetables are flexible and alternative curriculum pathways can be followed, taking into account pupil preferences and learning needs. Learning Profiles are discussed, created and updated with pupils and shared with staff and parents.

#### **4. Identification and Assessment of pupils in need of Learning Support**

##### **Pupils with identified Special Educational Needs and/or Disabilities**

Pupils entering Durham School from other schools should have a special educational needs report or SEND transition information that is shared with the school during the admissions process. Relevant information is shared with the Learning Support Department and it may be appropriate for a member of the Learning Support Department to meet with the parents/guardians and the pupil before they start the school to ensure all learning needs can be met.

Reports from independent assessments should be shared with the Learning Support Department and followed up with meetings to discuss outcomes and next steps.

All pupils with an identified SEND are placed on the SEN Register, with parental/guardian permission.

Pupils from any year group may be referred to the Learning Support Department for further assessment of a specific learning need. All members of staff are aware of their responsibility throughout the academic year in reporting any significant concerns about a pupil either directly to the Learning Support Department or through the relevant House Master/Mistress or Head of Section. All staff follow the referral pathway when referring for a specific learning need, including making contact with parents.

##### **Screening procedure**

All pupils in Year 7 and 9 are given a series of literacy tests (single word reading and spelling test, and test of handwriting speed) and a maths computation test in September. This is achieved with the cooperation of the English and Mathematics departments. The results of the tests appear in the common folder, which is accessible to all teaching staff. The Learning Support Department works closely with the English and Mathematics department to identify any pupil who is achieving well below expectations and provide support.

##### **Identifying and assessing pupils who need support**

Pupils who achieve below average literacy and/or numeracy scores in relation to their chronological age are given a more detailed battery of tests by the Learning Support Department. Should this series of tests confirm a specific learning difficulty (SpLD) or a cognitive processing difficulty, the learning support teacher will write an individual

Learning Profile that outlines strengths and weaknesses, and the strategies needed within the classroom to meet learning needs. All individual Learning Profiles are shared with teaching staff to inform quality first teaching. Parents/guardians are informed by letter of all assessment outcomes and proposed provisions for support, including 1:1 support or small group timetabled learning support.

An additional screening for Access Arrangements (25% extra time, reader, scribe) will take the form of LUCID Exact in Y7 and Y9 in September.

As we are dealing with individual pupils who have very different abilities and needs, it is by the nature of our work not appropriate to provide evidence for the 'value added' by the department in the form of quantitative data. However, we track pupils through the school assessment database to monitor progress.

## **5. School Support**

Learning Profiles outline the individual pupil's strengths and weaknesses relating to their identified SEND, the learning support provision they access, eligibility to access arrangements, and the strategies for class teachers to use to maximise the potential for learning within the classroom. Increasingly, Durham School is seeing pupils who have varied support needs; many pupils may be present on the SEND register and may have a Learning Profile in place, but it may not always be appropriate for that pupil to receive frequent, specialist help through the Learning Support Department.

It is important that the pupil and their parents/guardians recognise the nature of the identified additional or special educational need and understand how best it can be supported through the school. Learning Profiles are created with pupils and shared with parents/guardians.

The SEND register is reviewed annually and if it is deemed appropriate, pupils may be removed from the register. Any pupil added to the SEND register will have an identified SEND and parental permission to be placed on the register will be sought.

When a pupil is identified as requiring 1:1 or timetabled small group learning support through the Learning Support Department, parents/guardians will be notified and discussions regarding suitable provision take place. Parents/guardians are encouraged to contribute to the Learning Profile by completing a Parental Views form, outlining what they believe their child's strengths, weaknesses and special educational needs to be.

Parents/guardians are invited to annual coffee mornings where they can meet with the Learning Support Department and other families and chat less formally over coffee and biscuits.

If a parent/guardian wishes to withdraw their child from learning support lessons, they must notify the department in writing. The Learning Support Department may, at any time, decide that a pupil has benefited as much as they can from learning support lessons and may discontinue the support provision moving forward.

## **6. Framework for Teaching**

The Learning Support Department works towards providing curriculum based literacy, numeracy, study skills and exam technique support.

Pupils attend timetabled learning support lessons in place of a MFL or Latin, as appropriate. Pupils who receive 1:1 support and therefore have to miss curriculum lessons will be accommodated where possible on rotation, so that they do not miss the same period and subject each week.

As each pupil presents with different difficulties and support is focused on curriculum based needs, it is not possible to give a generic scheme of work. A record of skills, curriculum content covered and resources used is kept by the learning support teacher.

Teaching staff may liaise with the learning support teacher to request support be given on a particular topic, skill or piece of work.

## **7. Record Keeping**

The following records are kept in the department:

- Previous school reports, identifying SEND
- External professional's reports (educational psychology, speech and language, occupational therapy, CAMHS, etc.)
- Screening results
- Parental Views form
- Results and reports of any assessment completed by the Learning Support Department
- Lesson coverage record
- Access Arrangement assessments and documentation

- Parental correspondence

The following records are available in 'common' or on SIMS:

- Up-to-date SEND register
- Access Arrangements Register
- Learning Profiles
- Screening Results

Termly school reports are available from the Headmaster's office, via email or on SIMS.

### **Marking Scheme**

Generally, marks will be given as a score, percentage or percentile based on the curriculum work or skills covered. Summative comments are recorded on pupils' work to advise the pupil on areas for development or correction.

### **Reward Scheme**

Stickers are given for effort or achievement at the teacher's discretion. Achievement points are awarded as appropriate, recorded in the pupil's planner and on SIMS.

The Katem Prize for Endeavour in Learning is awarded to a pupil leaving the school each Speech Day.

## **8. Target setting**

At the beginning of each term, pupils set themselves up to three learning support targets; these may be skills based, linked to a specific curriculum subject or topic, or based on feedback from a reporting session. Targets are reviewed with the pupil at the end of each term and are recorded in their planners.

## **9. Access Arrangements for Public Examinations**

The regulations and guidance for access arrangements are updated annually by the Joint Council for Qualifications (JCQ) and by the Qualifications and Curriculum Authority (QCA), through the National Assessment Agency (NAA).

As these change yearly, please consult the Learning Support Department for more details.

Generally, Access Arrangements can be split into two categories: those that can be awarded by the centre (with the correct assessments and paperwork in place) and those

that are awarded by the examination bodies after an application by the centre (Access Arrangements Online - AAO).

When a pupil is identified as having SEND and placed on the SEND Register, the Learning Support Department will assess for Access Arrangements. All pupils receiving learning support will have an up-dated assessment in Y9 to meet JCQ regulations and all relevant documentation completed by the Learning Support Department. Should pupils no longer be eligible for Access Arrangements (obtain 'average' scores that do not meet eligibility criteria), they will be informed and removed from the Access Arrangements Register.

Pupil's new to the school in Y10 or above with a previously identified SEND will be assessed by the Learning Support Department for Access Arrangements, in accordance with JCQ regulations.

Access Arrangements awarded for GCSEs will carry through to A' Level without need for re-assessment; a new AAO application will be made by the Learning Support Department for all GCE qualifications.

## **10. Resources**

Resources within the Learning Support Department include:

### ICT

- 5 PCs
- 1 printer
- Units of Sound V4
- Brainbooster
- Nessy
- Mastering Memory
- Big Brainz
- Conquermaths
- Brain Train: Word Games, Logic Games

### Teaching Resources

- Stareway to spelling
- Stride Ahead
- Stile Comprehension
- Stile Dyslexia
- UOS supplementary materials

- Sound Linkage
- SRA
- Read Write, inc. Fresh Start
- Reading Recovery
- Visual tracking activities
- Sound Out
- Active Literacy Kit
- ACE spelling dictionary
- Sentence Resource Pack
- Dyslexia Games manual
- 5, 10, 15 Minute Study Skills
- Variety of literature about Learning Difficulties
- Literacy Toolbox
- URBrainy resources
- 10 Minute Maths

#### Assessments

- BPVT - British Picture Vocabulary Test
- WRIT – Wide Range Intelligence Test
- CTOPP – Comprehensive Test of Phonological Processing
- WIAT-II UK-T – Wechsler Individual Achievement Test II-UK-Teachers
- WRAT 4 – Wide Range Achievement Test-4
- WRAT Expanded 2, 3, 4, 5
- TOMAL-2 – Test of Memory and Learning
- SDMT – Symbol Digit Modalities Test
- GL Lucid Recall
- GL Lucid EXACT
- GL Dyslexia Portfolio
- GL Dyslexia Screener
- Single Word Spelling Test
- Group Reading Test II

#### **11. INSET and CPD**

INSET should be delivered regularly to update staff on SEND developments. CPD courses should be attended annually; these should be agreed with the CPD Co-ordinator and staff absence forms should be submitted, for information, to the Deputy Headmaster.

Timetabled lessons should be covered and one-to-one sessions cancelled and where possible rearranged.

Annual CPD requirements must be achieved to meet the requirements for Assessment Practising Certificate (Competence in Educational Testing – Level 7) registration and renewal (JWO).

## **12. Health and Safety**

The department strives to adhere to the school's health and safety policy. It is the responsibility of the Head of Department and teachers in the department to check their classrooms and report any hazards to the Health and Safety officer and the Estates department.

*“Nothing great was ever achieved without enthusiasm.”*

**Ralph Waldo Emerson**

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