

INCLUSION & LEARNING SUPPORT

This document details our current approach to supporting students.

Related Policies

- Anti-Bullying Policy
- Health and Safety Policy
- Admissions Policy
- Customised Curriculum

The policy is an integral part of all teaching at school and as such aims to satisfy the requirements of the Special Educational Needs and Disability Code of Practice in Part 3 of the Children and Families Act 2014 and the Disability Code of Practice 0-25 years 2014 (SEND Code 2015) and meet the obligations of IB Standards and Practises.

Vision

Our vision is to educate students who are globally-minded, compassionate, confident and kind. Copperfield students will be academically skilled; fluent in multiple languages; accomplished writers and communicators; artistically driven and knowledgeable; scientifically aware and trained; emotionally resilient; physically fearless; generous of spirit and skill; leaders who know how and when to follow.

Definitions

The school recognises that some students may have a learning difficulty or disability which calls for a provision that is different to that normally available to students of the same age, or have a disability which prevents or hinders the student from making use of the educational facilities of a kind provided for students of the same age.

Aims of the Policy

Copperfield is an inclusive school that is committed to offering each student an equal opportunity, through a wide and varied range of academic and extracurricular opportunities, to become an effective learner who can maximise his(her) potential according to the Equalities Act 2010. Within the school there will be a minority of students who have a significantly greater difficulty in learning than the majority of their

peer group as a result of a specific learning difficulty (SpLD) e.g. dyslexia, dyspraxia, dyscalculia. In addition, there will also be students who may be prevented from reaching their full potential due to conditions such as Asperger's Syndrome, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity disorder (ADHD). The school maintains an open attitude to looking at supporting the needs of students outside those areas; however, it does not have the facilities to support complex and severe needs which would require highly specialised support and facilities. Copperfield admits qualified students of any gender, nationality, ethnicity or religion and is committed to never discriminate based on these and other such attributes. The School values the diverse nature of its student body. We recognize the right of every student to a high-quality education. In order to fulfill this goal, the school is aware of the need to differentiate, modify, and scaffold the curriculum to meet the needs of individuals.

To ensure:

- That all students with SEND (Special educational needs or disability) have their needs identified as earlier as possible in order to support academic progression and continued good physical health and wellbeing
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate, and engage in the activities of the school alongside students who do not have SEND.
- To ensure that all students with SEND are able to access the core curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

The objectives of the SEND policy are in line with the Assess, Plan, Do and Review cycle.

- To assess the needs of all students entering the school as soon as possible after entry to the school in order to identify those who have SEND. This is undertaken by monitoring all new students, building on information from previous settings and liaising with parents and the student if relevant..
- To plan effective intervention for each student identified as having SEND by making appropriate provision and designing individual learning programmes

where appropriate to overcome all barriers to learning and ensure that those with SEND have full access to the curriculum.

- To enable all staff to play a full part in identifying students with SEND and to take responsibility for recognising and addressing their individual needs by providing staff with regular training and practical solutions.
- To ensure that the progress of students with SEND is consistently monitored, by classroom and subject teachers, supported by the Head of Learning Support and Divisional Heads (PYP/Secondary) where relevant.
- To work with parents in a partnership in the best interest of a child in order to gain a better understanding of their son/daughter's needs, and involve them in all stages of their education. This includes providing them with information about extra support their son/daughter is receiving and giving them regular reports on his/her progress.
- To work with and in support of outside agencies when the students' needs cannot be met by the school alone.

Organisation of the Learning Support Department

The Head of Learning Support, hereafter referred to as SENCo, has responsibility for overseeing the day-to-day operation of the School's SEND Policy; coordinating provision for pupils with SEND; advising on the approach to providing SEN support; liaising with and advising the Head of School and SMT as necessary; liaising with parents of students with SEND. She also works in close collaboration with class/subject teachers on ways to support students with specific learning difficulties within the classroom environment. Staff training is provided to increase understanding of SEND to facilitate the whole school approach to support.

Admissions

Parents of all prospective students are encouraged to give full details of the nature and effect of any disability affecting their son/daughter in order to enable the School to consider any adjustments it might need to make. In assessing any student, or prospective student, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some adjustments can and will be made, such as seating a student with a known hearing or visual impairment at the front of the class during the entrance examinations.

Given the academically inclusive nature of the School, no adjustment will be made to the minimum overall academic standard required of all students, but individual reports on SEND will be taken into account when assessing performance in the examinations.

The School believes that the community is enriched by its ability to attract a wide variety of students from varied backgrounds and with varied talents. Our policy on special needs fully complements this belief. We welcome applicants with learning difficulties, or other disabilities, to the school.

Admission to Copperfield is via a selective entry procedure in which we choose those we judge the most able candidates of those applying to us. The main criteria on which selection is based are:

Academic ability

Co-curricular potential (sport, music, art, drama, etc.)

Personal qualities, allowing a student to contribute to and benefit from what the school has to offer.

We will consider an application and in our selection make appropriate allowances and adjustments for disability and/or special educational needs where reasonably possible, although we do not set out to be a school with specialist expertise or provision in this area. Before admission to the School, parents and teachers of prospective students will be asked to notify if the child is being identified with any Learning Support needs or Physical Disability. Any Educational Psychologist's report or relevant documentation should be provided.

The suitability of the competitive and demanding working environment of our School has to be considered for students with disabilities or learning difficulties, as indeed it does for all applicants. The School must feel reasonably sure that it will be able to educate and develop the prospective student to the best of his or her potential and in line with the general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult. These criteria should continue to be met throughout the student's time at the School.

At all times our primary consideration will be the best interests of the child. Thus, if after reasonable adjustments and provision have been made, a child does not reach the standard of the other applicants for the place, or we feel that as a school we do not

have, and cannot reasonably have appropriate resources available to meet the needs of a child, we will not offer a place to that child.

Any enquiries related to admissions should be addressed to the School Administrator.

Assessment

The school aims to identify students with SEND as early as possible through concerns raised by teachers, as a result of monitoring work in lessons, homework, school tests and examinations. A completed LS referral form is an internal official document to raise a concern about a particular student, and considered a starting point for SENCo to follow the procedure. Students or parents may also raise concerns with progress. Information from assessments by external agencies such as education psychologists or medical reports may also identify difficulties. Once highlighted as having a possible difficulty, the first step is observation in class and informal meetings with SENCo, followed by consultation with subject teachers and parents. If appropriate, SENCo will offer the option of further assessment to consider educational attainment and cognitive skills which would recommend appropriate support within the Learning Support Department and in the classroom. This may involve brief assessments such as LUCID or WIAT testing, or spelling screening (using GL dyslexia portfolio tool). If necessary, a student without an existing Educational Psychologist's report or other relevant report may be tested within the school by a qualified assessor, and where it is required, referred to an outside agency. In certain circumstances, SENCo may suggest referral to an external agency for further investigation particularly for identification of some disabilities e.g. Asperger's Syndrome, ADHD, Irlen Syndrome. The report will be held on the student's Learning Support file and a summary with recommendations will be made available to all members of staff in the school directory. SENCo would advise parents to do visual and hearing screening for their children regularly.

The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the CIE / IBDP regulations for public examinations at that time to help establish a history of need and normal way of working. Extra time is not given to students in the Primary School unless there is a requirement as indicated in the student's Educational Psychologist report. Any student who is referred to the Learning Support Department will be recorded on the Learning Support Register which will detail the student's name and Year, a summary

of his/her needs, the date of any assessments, whether he/she receives support lessons and examination concessions. This information is available on the Shared Drive.

Monitoring and review

Once identified as having a Learning Support need or a disability, students are carefully monitored to ensure that they are having full access to the curriculum and any barriers to learning are being removed. The monitoring takes different forms:

- Within the usual curriculum, recording and reporting progress
- Monitoring by the SENCo
Within the usual curriculum, students are carefully monitored by teaching staff through on-going assessment for learning, regular marking and the report system, which occurs half-termly. The students with SEN are highlighted on the report system, and homeroom teachers' feedback to SENCo with concerns or significant progress.
Parents are contacted regularly for feedback on progress.
- SENCo keeps a regular record of lessons (individual or in class support) given and progress made, including samples of work and grades. She also writes reports on the School's internal system and monitors the grades and reports, feeding back to teachers and Homeroom Teachers as appropriate. After mocks and public examinations, the results are carefully looked at and published in the Learning Support Department annual review. This is followed up in a meeting with the Head of School.
- Sharing Information on students with Learning Difficulties and Disabilities
Once identified as having an alternative need and once parents have been contacted, the student will be registered on the Learning Support Register available under GoogleDrive and MangeBac under the Learning Support tab with the type of difficulty and strategies to help, clearly labelled and accessible to staff. They will be highlighted on staff lists on ManageBac and any student receiving support will also appear on the report system, so that the help they receive and their difficulties are clearly identified. IEPs are sent electronically within the first half-term of the year to all teachers of students receiving learning support with the main challenges they face and a few key strategies for supporting them clearly outlined.
Staff have both formal and informal meetings with SENCo at break times. The Head of Learning Support has an open door policy for staff to discuss concerns

about students at any time. There is an annual LS Departmental Review to feed back to the SMT.

Provision for those with Learning Difficulties and Disabilities

Specialist Learning Support: if a student's parent agrees to specialist support by the Learning Support Department, the student will be allocated to the SENCo taking into account the student's Key Stage, subject teacher feedback and any specific needs. An Individual Education Plan (IEP) will be prepared for each student who receives support from the SENCo, which will include a summary of the student's strengths and weaknesses, the learning support provision and exam concessions. The IEP will set achievable, measurable targets related to the students' needs in relation to the curriculum. In the Secondary School each student is encouraged to take ownership of his/her IEP by being part of the target setting process and sharing his/her views on the support provided and his/her progress. IEPs are reviewed and revised termly. IEPs are made available to a student's teachers via Google Drive and shared with parents. IEPs provide the basis for report writing, review at parents' evenings and any other communication with parents.

SENCo will monitor IEPs to ensure that expected progress is being made, challenging targets are set and that any barriers to learning are identified and addressed.

Staffing and Resources

Learning Support is a school-wide responsibility and all classroom / subject teachers, academic and pastoral colleagues are involved in the day to day provision of support and good practice to allow all learners to reach their maximum potential. SENCo is in charge of overseeing, monitoring and assessing support for each student.

Access Arrangements

Access Arrangements for External Examinations Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time, word processing, readers and scribes. Applications must be made to the IB and/or CIE for access arrangements in public examinations; they are subject to approval of the awarding bodies and are subject to CIE and IB inspections.

IGCSE & DP students

In accordance with CIE regulations and IB policy regarding access arrangements, the Head of Secondary/ DP Coordinator will notify parents, students, and staff that accommodations for the examination session may be available for students with documented special needs. The Head of Secondary/DP Coordinator makes an application using the required documentation with the IGCSE / IB for each student. If an application is successful, students are eligible for various accommodations. For example, extra time during examinations, access to a word processor and spell check. The IGCSE / IB-approved accommodations will also be extended to classroom assessments both formative and summative.

Contact with Parents

SENCo maintains close contact with parents at all times, from the identification of need and monitoring of provision. This may take the form of telephone conversations, emails and letters. More formally, parents will receive notice of their child's progress and the help they receive via the report system and SENCo's attendance at parents' evenings. When necessary, parents are encouraged to come into school for discussion with SENCo. The role of parents cannot be underestimated in continuing the support at home for their children.

Transition to/from Other Educational Institutions

In the Secondary School, SENCo will co-operate and liaise with other schools when students join or leave Copperfield College. However, confidential papers e.g. internal assessments, reports and Form 8s and IB AA documents will only be transferred with written consent of the student's parents and of the students for university transition. In the Primary School, any SEND issues will be outlined in a confidential reference requested by a potential future school.

Record Keeping: SENCo is responsible for copies of assessment reports held on file. All hard copies of confidential reports are kept in a locked filing cabinet in the Learning Support department.

Complaints Procedure

Complaints relating to a student's Learning Support provision should, in the first instance, be directed to SENCo. If a parent is still unhappy with the outcome, a letter should be sent to the Head of School.