



Croydon High School GDST Whole School Academic Support and Neurodiversity Policy

Responsibility: Deputy Head (Academic) / Head of Academic Support and Neurodiversity
Last review: September 2023
Next review: July 2024

For the purposes of this document the role of Special Educational Needs Coordinator (SENCO) is included within the remit of Head of Academic Support and Neurodiversity

Key Staff

Helen Sharples (Head of Academic Support and Neurodiversity and SENCO)
Andi Harley (Head of Junior Academic Support and Neurodiversity)
Em Deblock (Academic Support and Neurodiversity Teaching Assistant)
Harinder Shonpal (Academic Support and Neurodiversity Teaching Assistant)

Roles and responsibilities of the Head of Academic Support and Neurodiversity re outlined in the SEND coordinator job description, and can be summarised as follows:

- To work closely with the Head, SLT and colleagues in the strategic development of the school's Educational Support Policy (SEND), taking account of the GDST's central SEND policy and guidance.
- To be responsible for the day-to-day operation of the school's Educational Support (SEND) policy and coordination of educational support and special needs activity; the aim of which is to increase staff awareness of SEND issues and to raise SEND pupil achievement.

Introduction and definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person is defined by the Government SEN Code of Practice 2015 as having a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (*SEN Code of Practice 2015*)

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction;
2. Cognition and learning;
3. Social, mental and emotional health;
4. Sensory and/or physical.

In this document, the term 'special needs' will refer to the following categories of pupils:

- Those who are statemented or who have an Education, Health and Care Plan (EHCP) which will outline the nature of the needs;
- Those who are experiencing learning difficulties;
- Those who have specific learning difficulties e.g., dyslexia, dyspraxia;
- Those with speech and language difficulties;
- Those with social communication needs including the Autistic Spectrum condition;
- Those with attention difficulties including Attention Deficit Disorder (including Hyperactivity, if diagnosed);
- Those with sensory impairment;
- Those with mental health and emotional problems;
- Those with physical disabilities; and,
- Those with medical conditions which may impair learning.

Aims

- To offer high-quality teaching, with reasonable adjustments for individual pupils.
- To help create an atmosphere where all pupils feel they can achieve their full potential.
- To foster good practice and to ensure that pupils with special educational needs have access to a broad and balanced education as appropriate within the selective intake of Croydon High School.
- To identify, at an early stage, what the reasonable adjustments are and how they can be best met, based on an inclusive curriculum model.
- To foster partnership with parents, external support services and agencies, to ensure pupils with special educational needs make progress.
- To foster awareness in existing staff and induction for new staff.
- To provide and maintain appropriate resources.
- To offer testing for exam access arrangements and make reasonable adjustments in line with JCQ guidelines.

Objectives

- Pupils will learn in a stimulating and appropriate atmosphere in order to achieve their full potential. Work in all lessons should seek to extend their skills and enrich their experience and be appropriately differentiated to meet individual needs.
- Staff will formulate appropriate programmes of study by sharing expertise and resources.
- Pupils' progress will be monitored regularly by a variety of methods.
- Pupils' will be directed to the expertise and assistance available from outside agencies where appropriate.
- Pupils who are diagnosed by an outside agency with a condition or difficulty such as dyslexia, dyspraxia, autism, or any other difficulty that has a direct impact on their learning, will automatically be placed on the SEND/Provision Register.

- Other pupils who are identified as requiring a greater level of reasonable adjustment within lessons will be placed on the SEND/Provision Register. Pupils are banded on the SEND/Provision Register according to their levels of need and support required. These are as follows:

Wave 1: Green: There has been a concern noted or there has been a diagnosis made or EAA testing has indicated processing/working memory difficulty. The pupil is making progress through in class differentiation and quality first teaching. A Provision/Profile Map is drawn up if Exam Access Arrangements have been awarded.

Wave 2 Amber: There may (but not necessarily) be a diagnosis in place. The pupil requires frequent regular in-class reasonable adjustments and possibly exam access arrangements. They may have some element of withdrawal or provision from the Academic Support and Neurodiversity Department to enable them to overcome their barriers to learning. Parents will have had communication from the Learning Support department. These pupils will have a Provision Map (Early Years, KS1 and Lower KS2) or a Profile Map (Upper KS2 and Senior School).

Wave 3 Red: A pupil's needs are significant and cause a regular and impactful barrier to their learning. These pupils may have a formal diagnosis from an external professional. Pupils will require consistent reasonable adjustments and will have a high level of input from Teachers/Teaching Assistants/ the Academic Support and Neurodiversity Department and/or outside agencies. Pupils in this category are likely to have exam access arrangements. In Early Years/KS1 pupils may have more than usual differentiation by Teacher and TA. All pupils will have a Provision Map (Early Years, KS1 and Lower KS2) or a Profile Map (Upper KS2 and Senior School).

Identification of pupils with special needs

The purpose of identification is to assess needs and make suitable provision. The following procedures are seen as appropriate for Croydon High School:

Junior School

- Information accompanying pupils transferring to the Junior School is reviewed by the Head of the Junior School who alerts the Head Academic Support and Neurodiversity Department to any specific requirements.
- The frequent and regular assessment tests normally undertaken are reviewed by the class teacher and any potential or specific concerns are brought to the attention of the Academic Support and Neurodiversity Department key-stage coordinator and Head.
- Relevant issues or concerns raised by parents are brought to the attention of the Head of Academic Support and Neurodiversity.
- Issues and concerns raised by teachers and Head Academic Support and Neurodiversity to be discussed with parents and guardians. The Head Academic Support and Neurodiversity to offer to conduct basic cognitive, literacy and processing tests to point to potential root causes of the difficulty.
- Parents to be offered support and guidance about how best to move forward to a diagnosis if this is deemed appropriate. Head of Academic Support and

Neurodiversity to advise on outside specialists to be contacted. Parents are responsible for contacting specialists, organising appointments and subsequent assessment fees.

Senior School

- Information about Junior School pupils with SEND transferring to the Senior School will be available from discussions between the Head of Academic Support and Neurodiversity and the Head of Year 7. Information from other feeder schools will be processed by the Head of Year 7 and, where appropriate, these pupils will be put on the SEND/Provision register.
- The Head of Academic Support and Neurodiversity will brief the Staff before the beginning of the academic year, reminding them of necessary reasonable adjustments to support pupils with learning difficulties.
- Reading and spelling screening tests will be taken by all pupils during the first term of Year 7. The Head of Academic Support and Neurodiversity will analyse results and offer support where necessary. Further testing, on particular pupils, can be carried out to give a fuller picture of potential need.
- The Head, the Deputy Head (Academic), HoYs and Academic Support and Neurodiversity will share concerns about the academic progress of individual pupils after each assessment of their level of attainment (at the end of each term). Pupils may be identified as having SEND at other times, for example through referral by the pastoral team, illness, or accident or by school medical checks; low or exceptional academic achievement in tests; individual teacher monitoring; parental concern and/or the pupils themselves. The process for identification and monitoring of SEND within school by teaching staff is set out in detail in Appendix 1.
- Each department has criteria to identify pupils who are experiencing difficulties with key skills in their subject or manifesting exceptional ability. The Academic Support and Neurodiversity Department should be informed about such pupils and their progress monitored in January and June.

Admissions

On application to the school, parents notify the Admissions Office and provide information (and externally-produced reports) of a pupil's particular learning difficulty. The Head of Academic Support and Neurodiversity reviews this documentation and gives allowances for extra-time as per JCQ guidelines. Prior to entrance in Year 7, if deemed necessary, the Head of Academic Support and Neurodiversity meets with the pupil and their parents to discuss the provision of support.

In the Junior School, the Junior Head of Academic Support and Neurodiversity liaises with the Head of Juniors to ensure that provision on entrance is acceptable. In the Senior School, the Head of 1 Academic Support and Neurodiversity liaises with the Deputy Head (Academic) to ensure that provision on entrance is acceptable. The entire cohort in Year 7 is assessed using standardised group tests for Reading, Spelling and Handwriting speed.

Arrangements for pupils with a LEA statement of special educational need or Education Health and Care Plan

A statement specifies the special educational provision the pupil should have. Croydon High School recognises its duty to arrange the provision specified and the Head of Academic Support and Neurodiversity will expedite this, as necessary. This may include one to one support, continued assessments of progress, special access arrangements provision and necessary INSET for teaching staff in connection with the specific needs of the pupil. In the case of an Education, Health, and Care Plan (EHCP), funding for provision may be part of the individual budget to be spent by parents as they wish. Therefore, the school will facilitate the parents buying in external services such as Occupational Therapist or Speech and Language Therapists. However, it is up to the parents to source and handle the payment of such professionals in line with the LEA's Local Offer. Regular reviews will be carried out in accordance with the SEN Code of Practice 2015 and in communication with other care providers and Croydon LEA.

Delivery

Junior School

- Individual programmes of support will be devised by the class teacher in collaboration with the Junior Head of Academic Support and Neurodiversity and the Head. This may include in-class support, small group support or, in some cases, individual support. If a specific learning difficulty like dyslexia or working memory/processing problems is suspected, parents will be offered the choice of in-house testing without a formal diagnosis but a clear indication of possible need, or external diagnostic testing.
- Should the child's difficulties persist or if they are not responsive to the reasonable adjustments made by the school, additional advice may be sought from outside agencies. The school may direct the parents to visit outside specialist agencies such as an educational psychologist, paediatrician or a speech and language therapist, for a diagnostic assessment and support.
- Should any outside agencies, such as educational psychologists, be involved then their advice on specific points of delivery will be considered for incorporation in the individual programme of study.
- In some cases, children will be receiving help outside school from specialist tutors or medical practitioners and therefore some liaison between the school and those interested parties will be necessary.
- Extra tuition in small groups takes place in reading and mathematics for children who display transitory difficulties in these areas.
- At the end of the year, the Head of Learning Support will liaise with the pupil's current teacher and together they will make recommendations as to potential provision for the next academic year. This will be passed on to the pupil's new teacher for September.

Senior School

- The process for monitoring pupils with SEND within school by teaching staff is set out in detail in **Appendix 1**.
- Each teacher has a duty to be aware of pupils in their care with a special educational need and to provide appropriate content, materials, and support in lessons and for homework.
- Department schemes of work should take the school's range of ability into account.

- The SEND Register will be updated each September and January, circulated to the Senior Leadership Team, Heads of Years (HoY), and HoDs and shared at staff meetings.

Delivery of Exam Access Arrangements (EAA)

- The SENCO, using evidence from staff and tracking data will identify potential need for access arrangements within the Year 9 cohort during the first term using up to date standardised literacy tests. They will conduct further tests and make recommendations based on JCQ criteria. The SENCO will liaise with parents, pupils, and the Exams Officer as to appropriate arrangements. The Head of Learning Support will complete a Form 8 and, with the Exams Officer, enter the pupil for arrangements using the JCQ online system.
- Pupils in the Lower Sixth who have received EAA for GCSE, will be reviewed by the SENCO to ensure that testing and results are compliant with JCQ requirements.
- If parents commission a private report it is up to the SENCO and Head of Centre as to whether they accept the findings of the report are in line with JCQ guidance. Parents to be made aware that having a diagnosis of a need is no guarantee of an award of EAA.
- Teachers should supply evidence of need so that the SENCO can build up a substantial picture of the normal way of working for a pupil.
- The SENCO will review each pupil's EAA and calibrate where necessary in consultation with the Exams Officer, pupil, and parents.
- Pupils in Lower School who may require EAA will be accommodated to the best of the ability of the school.

Provision /Resources

- The teacher is the most important provider/ resource but may be supported by:
- Recommendations from an educational psychologist's report, where appropriate;
- Enrichment/extension materials;
- Accommodation – Learning Resource Centre, ET Suite, Academic Support Room
- Appropriate additional tuition;
- Pupil Profile Maps (from Year 4 upwards) for those who have regular support and input in upper KS2 and Seniors.
- Pupil provision maps for those in Early Years, KS1, Lower KS2 and whose needs are classed as 'green' on the SEND Provision Register.
- Up to date standardised test materials.

Evaluating SEND

Is each teacher aware of:

- the pupils on the register whom they teach?
- the procedures for identification, monitoring and supporting pupils with learning support needs?
- Is each pupil aware of the support available in school for learning needs?
- Are parents aware of - and making use of - the procedures available for pupils with learning support needs

The school's partnership with pupils and their parents

The school prides itself on the personalised support it provides to pupils with particular learning needs; consistent and clear communication with parents ensures that this support network functions robustly.

- The Head of Academic Support and Neurodiversity Department meets with parents whose children have Study Skills at Parents' Evenings to give updates on progress and guidance as to potential future choices where applicable.
- The Head Academic Support and Neurodiversity Department initiates contact between parents and external agencies if there is evidence of additional need. The Academic Support and Neurodiversity Department acts as an intermediary in further correspondence between parents and the external agencies, who include:

§ Educational Psychologists;

§ Occupational Therapists;

§ Speech and Language Therapists.

APPENDIX 1

Teacher-Based Identification of Pupils with SEN

- When a member of staff has concern about a pupil's progress or behaviour, they should first work with their Head of Department (where appropriate) to address and track the pupil's need at a departmental level.
- Once these strategies have been implemented, and it is the judgment of the teacher and Head of Department that a more targeted input is needed, then the Head of Department should refer the pupil to the Head of Academic Support and Neurodiversity
- As appropriate, the Head of Academic Support and Neurodiversity will invite comments from other teachers of that pupil by circulating emails and checklists amongst the relevant staff. They will also collect information from the school records – MidYIS, YELLIS & ALIS scores, previous exam results and reports, as appropriate. The form tutor, Head of Year and School Nurse will be asked to add any comments where relevant.
- If, in the opinion of the Head of Academic Support and Neurodiversity the concerns raised have validity, they will contact parents to elicit their view on their child's needs and, if relevant, to ask permission to conduct in-house testing or, if this is not appropriate, suggest testing via suitable external agencies.
- The Academic Support and Neurodiversity Department will decide on an appropriate course of action after discussion with the parents and, wherever possible, the pupil themselves and testing. It may be decided that no further action is necessary, but the pupil is kept under review for a specified period of time. The pupil will be identified on the SEND register as a 'concern' but will be removed if no issues are raised after two academic terms. Where a specific learning difficulty is suspected, the school may recommend referral to outside agencies for testing.
- The HoY, Head of Academic Support and Neurodiversity, parents, and the pupil may decide that further support and action is needed. In the Senior School, a pupil profile will be written for staff identifying the pupil's strengths, weaknesses and any

reasonable adjustments that need to be made within the classroom. A provision map of reasonable adjustments will be drawn up identifying all the provision and strategies additional to and different from that which is offered through a differentiated classroom, used to aid that pupil to overcome their barriers to learning. The provision map of reasonable adjustments will be regularly reviewed by the Head Academic Support and Neurodiversity and opinions from the pupil and parents are essential in structuring the provision for that pupil.

- In the Senior School and in upper KS2, a Profile Map will be drawn up for teachers, including pupil voice, which also identifies a pupil's strengths, weaknesses and any reasonable adjustments that need to be made within the classroom. This will include a formal provision map of reasonable adjustments which identifies all the provision and strategies additional to and different from that which is offered through a differentiated classroom, used to aid that pupil to overcome their barriers to learning. In Early Years, KS1 and lower KS2, those pupils who are able will be asked for their thoughts on provision and will be included in a provision map only. The provision map of reasonable adjustments will be regularly reviewed by the Head Academic Support and Neurodiversity and opinions from the pupil and parents are essential in structuring the provision for that pupil. Provision maps for all pupils who have them will be shared with parents.
- The Head of Academic Support and Neurodiversity will monitor the effectiveness of strategies and provision in place for that pupil through meetings with departments, HOYs, teachers, and the pupil. Where appropriate, the Head Academic Support and Neurodiversity will aim to observe the teaching of the pupil to monitor the effectiveness of the reasonable adjustments.
- After an agreed period of provision, the pupil may no longer need specific provision other than usual differentiation within the class. On agreement with parents, pupil and relevant staff, the pupil will be removed from the provision register and documents retained on file.