

SENDA Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany has a SENDA policy.

Bethany needs to make sure that it caters for everyone with a special need whatever that need may be.

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1. *Definitions: as detailed in the SEND Code of Practice*

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
 - They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
 - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. xx. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

- School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

2. Aims

We believe that all pupils with or without SEND have the right to a balanced, broad and challenging curriculum. In order for them to access the National Curriculum, all staff use a differentiated approach to planning in the classroom. This enables all children to benefit at their own level. Children receive internally generated individual plans which suggest specific targets, and support and operate in addition to or alongside differentiated class work. Where possible, extra support is provided within the classroom by a support teacher who works with an individual or small group. We try to meet the special education needs of children with physical disabilities as far as is practical in terms of the layout/ resources of the School, and in compliance with the *Special Educational Needs and Disability Code of Practice 2014*. We are mindful of the need to be aware of mental health issues relating to individual pupils and seek to put all pupils' wellbeing at the forefront of our practice.

Pupils with disabilities and other needs will be considered for entry to the school subject to the school being satisfied that it will be able to meet the majority of the needs of the child. In most cases there are detailed discussions with parents and outside agencies of ways in which the school may be able to accommodate the child's needs without adversely affecting the education of other pupils.

Such pupils are normally admitted for a trial period to monitor and assess how well the school meets the need with feedback provided from the pupil, parents and teachers before a final decision is made. The Head of Dyslexia and Learning Success (DLS) will make a visit to the current school (if possible) to meet with class teachers and that school's SENCO to obtain a holistic picture of the child's needs.

For hearing impaired pupils, for example, the following factors are considered: the teacher ensures that the spoken word can be lip read, that appropriate seating positions within the classroom are assigned, that input from such pupils in the classroom is both appropriately and sensitively sought. The use of a radio microphone is permitted when the need arises. Specialist lessons within the DLS department are offered if relevant.

For pupils with reduced physical mobility the following are some of the measures that have been mutually agreed and implemented: planned use of mobility scooters, differentiation within the PE and Games programme, liaison with Physiotherapy as necessary, staff awareness training, pupil buddy support and rationalisation of timetabled movements around the campus.

In the DLS Department we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events which impact on their ability to learn. Via liaison between SENCO, Pastoral Head and Wellness Centre, we aim to provide students with the tools needed to have a positive, life-long mental health and resilient and robust wellbeing.

The DLS Department aims to provide the pupils it helps with the skills, understanding and confidence to participate fully in all subject classes at Bethany and to achieve their full potential in all areas of school life. Bethany is a mainstream school delivering a full curriculum. DLS aims to help pupils who require structured additional teaching support and confidence building, to realise their full potential. This support may range over emotional, physical or intellectual/academic issues according to need. DLS mainly operates with those pupils who have requested part or full-time learning success but may extend on an ad hoc basis to advising staff and helping other pupils on a temporary basis.

The Department aims to support:

1. Any pupil with an additional need that warrants intervention strategies.
2. On a short-term basis, pupils who are not normally taught by the department but who need help with a particular aspect of their work (e.g. handwriting), or with a particular concept which they are finding unusually difficult to grasp. These pupils are taught at the specific request of other members of staff, or of parents.
3. Within some subject classes, those pupils who find difficulty with following instructions, reading or responding in a relevant way to tasks set by the teacher.
4. Subject teachers' ability to understand and teach pupils with additional needs in an appropriate and effective way.

The aim is to support pupils to extend their basic skills including literacy, numeracy and study skills so that they may be helped to derive the maximum possible benefit from access to the full mainstream curriculum of the school, eventually achieving success in public examinations which is appropriate to their academic abilities.

The psychological aspects, especially confidence building, through the experience of success, is considered to be very important; as is very close co-operation with teachers in all other Departments of the School, whose understanding of, and sympathy for, these pupils is essential to their progress. We are a place for children and young people to experience a nurturing and supportive environment that has the potential to develop their self-esteem and give positive experiences for overcoming adversity and building resilience; hence strengthening their overall well-being.

3. Admissions and Special Needs

(See Bethany School's Admissions Policy. This can be found both on the School website and also made available from the School Office)

4. Managing SEND

Our Dyslexic and Learning Success Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas: Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorders such as Asperger's Syndrome. All teachers and TAs are involved in the development of the School's SEND policy and are aware of the School's procedure for identifying, assessing and making provision for pupils with SEND. They take part in appropriate in-service training.

'All pupils should have access to a broad and balanced curriculum.' The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement...'

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. This includes pupils showing signs of mental distress via changes in behaviour for example, an increase in disruptive behaviour during unstructured times or becoming withdrawn.

The Head of DLS is also the School's SENCO and has certain key responsibilities which include:

- Overseeing the day to day operation of the school's SEND Policy
- Co-ordinating provision and resources for pupils with SEND

- Liaising and advising fellow teachers
- Managing specialist teachers and support staff involved specifically with SEND provision
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to the in service of training of staff

4.1 Identification

Early identification, assessment and provision for any pupil who may have SEND is important. 'School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.'

When considering pupils with SEND, a graduated response is adopted. This matches action to the individual child's needs and involves:

- steps taken to identify and assess pupils with SEND
- procedures to follow in making provision for such pupils
- arrangements which should be adopted for reviewing the effectiveness of the provision
- the next steps to be taken - (identification, assessment, provision, reviewing and future action).

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises a child's needs and requirements fall into four broad areas:

- Communication & Interaction (Language & Autistic Spectrum Disorder)
- Cognition & Learning (General Learning and Specific Learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and/or physical.

Formative and summative assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision. The School will draw on more specialised assessments from external agencies and professionals if necessary.

4.2 The Graduated Response to SEND

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. Our approach is to look at the child holistically and to include not only their own wellbeing but that of their parents/carers following a concern raised regarding their mental health after a SEND diagnosis.

The graduated approaches outlined in the SEND Code of Practice 2014 and adopted by Bethany School are:

- Assess
- Plan
- Do
- Review

The graduated approaches outlined in the SEND Code of Practice 2014 and adopted by Bethany School are:

4.2.1 PART TIME DLS

- On entry the pupil is identified as needing some form of SEND support
- After discussion with the Headmaster and Head of DLS/SENCO, the parents are contacted and notified that 'part time' DLS success is recommended
- Pupils receive one 50 minute lesson in a small group, once a week
- Pupil's progress is monitored and reviewed half termly, to determine whether this level of support is adequate or needs increasing
- An IEP or Provision Map is drawn up to target specific needs and to communicate progress to parents

4.2.2 FULL TIME DLS

- On entry the pupil is identified as needing some form of SEND
- After discussion with the Headmaster and Head of DLS (SENCO), the parents are contacted by letter and notified that 'full time' DLS success is recommended
- Pupils receive three 50 minute lessons in a small group.
- Pupil's progress is monitored and reviewed half termly, to determine whether this level of support is adequate.

- An IEP or Provision Map is drawn up to target specific needs and to communicate progress to parents
- Request for the involvement of outside specialists such as an Educational Psychologist to provide further assessment, develop the pupil's individual programme, provide further advice on teaching strategies and behaviour management or provide particular intervention themselves

4.2.3 Education, Health Care Plans (EHCPs)

- When it is felt that the pupil's needs are still not being met by the above approaches, a request for a formal assessment can be made to the LEA. This is only made after agreement between the pupil's teachers, head teacher, the SENCO, the Educational Psychologist and parents.
- The LEA considers the need for an EHC Plan and, if appropriate, makes an EHC Plan. They arrange, monitors and review provision with the SENCO.

Information about this process can be gained from the Area Education Office though it is strongly advised that parents should discuss such a referral with the head teacher or SENCO prior to taking such action. The main reason for this is that Statutory Assessment is a timed process and it is essential that all elements are planned as much in advance as possible, most particularly the need for a recent report from an Educational Psychologist. If elements of the required paperwork are not available within the right timescale the assessment process can be delayed or even fail.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

Regardless of the response parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. This is achieved via Parent Teacher meeting, IEP Reviews, Annual Reviews of EHC plans, telephone and email communication and face to face meetings as and when necessary.

5. Monitoring and Review

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist where appropriate so that we can identify the areas that require support. We offer specialist small group lessons and help with study skills outside the normal curriculum. We work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

Our Learning Success Department prepares an individual plan for each pupil setting achievable targets. The pupil, together with his/her parents and teachers reviews the plan termly, and the child is encouraged to take ownership of it and to set his/her own targets.

6. Provision

No two pupils in the department will ever follow *exactly* the same course of work. By this stage in their education, their needs are essentially those of individuals. There will be times when their needs are similar and groups can be taught together, but these are occasions when individual paths come together only to diverge again.

7. Children with Specific Difficulties

The programme consists of a variety of elements, which change in their relative proportions as the pupil moves up through the school. These are loosely grouped within the following pattern of lessons:

- a) The pupils with lesser problems receive 'part-time' support on the basis of once a week sessions each of fifty minutes duration. These lessons are given in small groups.
- b) The pupils with greater problems have three fifty minute sessions each week in small groups.

In either case, reading, written language and study skills are studied in proportions related to the child's individual strengths and weaknesses and stage of education.

In the case of 'full-time' pupils the weekly lessons follow a basic pattern which changes in emphasis as the pupil moves up through the school, with a greater emphasis on spelling and written work in the earlier years, giving way to support in course work across the curriculum and study skills as the child moves towards public examinations. The pattern of lessons is as follows:

Year 7 1 spelling)
 1 language) via rolling topic based on curriculum

	1 reading)
Year 8	1 spelling) 1 study skills) 1 reading) via rolling topic based on curriculum
Year 9	1 spelling) 1 study skills) via rolling topic based on curriculum 1 reading)
Years 10&11	2 examination–related study skills 1 subject support

None of these lessons is entirely devoted to the area of work indicated, but that type of work forms the focus of the main attention in that period.

7.1 Reading

Reading is primarily seen as the focus by which meaning is extracted from a text. In order to do this a pupil must know how the encoding of language operates. To become fluent in this task a ‘dyslexic’ child usually needs to practice some aspects of decoding, sometimes referred to as ‘skills’, especially during the earlier years. This is done as part of the whole reading process, not in isolation from it. There is emphasis on contextual factors as well as upon phonetic aspects.

For study purposes pupils need to develop a wide range of reading strategies, as they progress through the school: previewing material, skimming, scanning, reading at speed, reading in depth (accompanied by dictionary work, as necessary), to name but a few. These strategies need to be applied to a wide range of written materials and this is done not only in ‘reading’ lessons but as aspects of topic and study skill sessions.

7.2 Spelling

The approach is multi–sensory/cognitive, with work centred on ‘families’ of words which have a similar spelling pattern, with new words from the family learned in relation to a ‘key word’, which the pupil knows well, from that spelling ‘family’. The work is carefully, individually structured according to the pupils’ needs, with no one particular course

followed, although The Dyslexia Institute Literacy Programme is frequently an element in the work done with younger pupils. Segmentation into syllables and understanding of word origins, prefixing and suffixing are important elements of the course, which help the pupil to use cognitive strengths to support this area of weakness. It is considered very important that rules, which have to be learned, should be practiced within normal written language activities, so that their usage is generalised and consolidated across the curriculum.

7.3 Language and Punctuation

These elements are explicitly taught not merely as subjects in their own right but as vital elements in the creation/extraction of meaning in/from a text. Oral language and cognitive strengths are employed to the full, in this process, as well as written activities. Understanding and use of correct register and the concept of appropriateness become increasingly important as the child progresses through the school and these are explicitly taught during topic and study skill sessions as well as through more specific language activities.

7.4 Topics

A different 'topic' is studied each term, using a wide variety of materials including poetry, literary prose, dramatic scripts, articles from newspapers or magazines and diagrammatically or pictorially presented items. Through these topics pupils acquire general knowledge and become interested in areas which they have often previously failed to encounter, in any depth, because of literary problems at earlier stages of education. They are also used, over the years, as a vehicle for the teaching of the many increasingly complex study skills which are needed for academic success. These range from basic comprehension, note-taking and highlighting, and memory aides, to comparison and linkage of ideas, organisational and recording techniques and research skills. These are linked, as appropriate, to the time and depth of study factors.

8. Study Skills/Examination related skills

The learner must know how he/she learns if he or she is to learn as efficiently as possible. He/she must also know how to use to his or her advantage the particular strengths which he or she can bring to the study process, in order to compensate as much as possible for known weaknesses.

In these sections of the course, a wide variety of study skills are explored more methodically and in greater depth than when they were introduced during topic sessions. The work may be based on examination materials. Revision and examination techniques,

styles of writing, methods of planning and checking written work and organization of self and work are vital skills for the dyslexic.

8.1 Study Skills in the DLS Department of Bethany School

The curriculum is organised on a 'spiral' basis, so that skills, which are frequently taught without the pupil's awareness in Years 7 to 9, can be specifically developed in the context of preparation for G.C.S.E. examinations, in Years 10 to 11.

8.2 The areas covered

1. Knowing yourself

Pupils are helped to recognise their own strengths and weaknesses through practical activities in an increasing variety of areas and situations, and thus are helped to develop the most appropriate individual study strategies in each area, with strengths used to support or circumvent weaknesses, wherever possible. Motivation and analysis of previous learning experiences are explicitly considered, in this context, in Years 10 and 11.

2. Organisation of time and effort

a) The use of Time

Year 7

- a) Correct use of the Virtual Learning Environment (VLE), prep diaries and timetables
- b) The correct equipment, in the correct place, at the correct time
- c) Fitting the required work into the time available, despite slower reading/writing problems and the need for thorough checking of spelling

Years 8 & 9

Development of elements introduced in Year 7, to take account of increasing workloads and the complexity of tasks demanded.

Years 10 & 11

Explicit application of the principles covered in previous years to the demands of G.C.S.E. work, especially in

- a) organisation of 'long-term' preps and of coursework assignments or controlled assessment

- b) planning of on-going revision
- c) proportionate use of time between subjects, relative to the difficulties they pose to the student and to their importance to future plans

b) Goals and Priorities

These are implicitly developed and encouraged in the early stages, but become an important explicit feature in the organization of coursework and revision during the G.C.S.E. course.

3. Information Research

Pupils are helped to develop skimming and scanning techniques through 'topic' lessons in the early years, and to learn to use the library. This work gradually widens in scope and becomes more explicit, to include previewing of books, using other written sources of information, planning, arranging and recording of interviews, including questionnaire development.

4. Memory Training

- a) Simple message taking, response to commands and memory games, in Year 7, are extended into more formal learning situations as the pupil progresses through the school.
- b) Multi-sensory techniques, including the use of mnemonics, cartoons and diagrams, are developed, first in a spelling context and later in other subject areas.
- c) Memory association is explicitly developed in the spelling context ('Key' words in spelling 'families') from Year 7, and then gradually extended into other subject areas.
- d) Concentration and the sustenance of an active and well-motivated approach to learning are fostered through a variety of methods and techniques. These are teacher-initiated in the early stages, but the pupil is gradually encouraged to take responsibility for himself/herself, so that well-varied, individual work is undertaken at the G.C.S.E. stage.

5. Reading

- a) Attitude – Reading should be enjoyable and stimulating, and this view of reading is fostered by all possible means. Interesting and exciting materials are read to the youngest pupils. There are a variety of individual and group-based shared-reading situations, as well as the encouragement and stimulation of personal silent reading.

- b) An active and flexible approach – this is developed orally, through topic lessons, in Years 7 and 8. In Year 9, 10 and 11, pupils are helped to develop the correct reading-style for the purpose, including passive reading, skimming and critical study of texts, both factual and literary. The purpose for which the text is studied and the identification of key points are other important factors, as the pupil prepares for examinations.

6. Interpretation of non-verbal information

Pupils are exposed to a wide range of tables, graphs, charts and pictorial illustrations throughout their course. As with many other areas of study skills, these are originally approached orally, frequently during ‘topic’ lessons, in Years 7 to 9. As pupils progress through these early stages, basic factual interpretation extends to encompass awareness of trends and critical points, more complex variables and to comparisons between sets of information in which only some elements remain constant, by Year 10.

The importance of titles, small print and the relationships between the text and simultaneously presented non-verbal information becomes increasingly explicit as pupils prepare to apply these skills to G.C.S.E. work in Years 10 and 11.

7. Creative Writing

Year 7

- a) (i) How to plan an essay: brainstorming, grouping of connected ideas in such a way as to form paragraphs, and the further organisation of these into a logical essay plan.
(ii) The extension of these skills to other types of written work.
- b) How to compose poetry as opposed to prose.
- c) How to write an informal letter.
- d) What sort of response does the question require? Narrative, descriptive, poetic, the account of a simple process or an informal letter.
- e) Awareness of intended audience and of their needs and interests.

Years 8 & 9

Development of the areas covered in Year 7 and their extension into other styles of writing including informative, argumentative, expressive, discursive etc.

Years 10 & 11

Explicit extension of all the elements introduced in Years 7 to 9, in the context of G.C.S.E. coursework in a variety of subjects.

Throughout the course the need for drafting and re-drafting; and the importance of quality and appropriateness of presentation, including satisfactory standards of handwriting and neatness are emphasised.

8. Written answers to questions

This is seen largely as an extension of the creative writing skills, but with additional elements which are made increasingly explicit as the pupil progresses through the school:

- a) Examination of the question – what exactly does it mean and what type of response is demanded? This work includes the study of the vocabulary used in questions.
- b) The search for relevant information and the comparison of material from different sources.
- c) Clarity and organization of points and the maintenance of relevance throughout the answer.
- d) Conciseness of expression.
- e) Balance in the selection of facts and in the emphasis given to them.
- f) The difference between fact and opinion and the appropriate usage of each.

9. Note-taking

This is originally taught through simple, guided notes in Year 7, at that stage mainly as a method of recording information about language and spelling rules.

During Years 8 and 9 there is a progression to individual note taking related to written work and revision, over a wide range of subjects. The use of flow diagrams, charts and pictorial representations are encouraged wherever appropriate, so is an increasing use of abbreviations. Layout is considered to be of great importance.

In Years 10 and 11, these skills are further and explicitly developed and refined as the pupil learns a variety of layouts and techniques for recording information from different sources and for differing purposes.

Review of notes is actively practiced and encouraged both as an alternative to note taking and as a preliminary to the recording of information.

Note-taking is closely linked to elements of reading and of listening skills, such as punctuation, non-linguistic cues, oral emphasis and 'key' words, and to elements of written response.

10. Listening and oral communication skills

These are strongly encouraged throughout the time spent at Bethany, originally largely in the context of 'topic' lessons and in relation to language and spelling skills. Pupils are

encouraged to interact with a wide variety of subject matter presented in different forms and to respond through discussion, statements and dramatic role-play.

Years 10 & 11

This work becomes more closely related to examination requirements and includes preparation for the oral elements of G.C.S.E. English.

Non-verbal elements, appropriate style, delivery and clarity of speech are explicit elements in the work.

11. Revision

Pupils are encouraged to see revision as a normal part of any learning activity.

As annual examinations approach, pupils are taught how to organise revision timetables, giving appropriate time to each subject on a regular basis and learning to combine subjects in any session so as to avoid interference of learning. Methods of revision are also introduced: an active approach involving recording of information is firmly encouraged. Study and revision skills are refined and extended as the pupil progresses through the school. Condensation of notes, study cards, use of unlabelled maps and diagrams, practice from old papers, communication of ideas in order to achieve clarification and 'over learning' become habitual elements, as does the practice of introducing all possible elements of variety into the revision process, thus maximizing the use of available time.

12. Examinations

- a) Advice is given on practical matters: having the necessary materials and 'spares' organized, adequate sleep and relaxation, arriving at a sensible time and without rush, knowing the exact time and place of the examination and the nature of the paper expected.
- b) Instructions and the exam wording of questions are studied, and the response demanded studied.
- c) Planning of answers to essay type questions and methodical approaches to short answer questions are explored.
- d) Careful consideration of and planning for, time allocation and usage during examinations is considered to be very important. The ability to work against time limitations is developed through 'against-the-clock' exercises and strategies which may be used when time does run short in the examination room are also fostered.
- e) How best to use their exam access arrangements, for instance extra time, or reader.

9. Sixth Form

Regardless of their marks in any G.C.S.E. examinations already taken, the support is on a one-to-one basis and takes place in a fifty minute session, once a week, dependent upon the level of support required.

Study and examination-related skills continue to be prominent in the work which is done, these normally being based in and around the subjects of the curriculum which the pupil is studying, whether at advanced A Level or G.C.S.E. level. Re-assurance and help with organization again become very important with the changes on transfer to Year 12, and support in these areas is a high priority throughout this stage of education.

10. DLS Department Record Keeping

For every pupil with an identified learning need the following details are kept.

1. A brief educational history and entry examination results which also includes the main findings of any psychological reports available.
2. All formal test results are recorded chronologically.
3. A sounds/symbol checklist on which dates of teaching, revision and mastery are recorded (if appropriate)
4. A punctuation and language checklist on which teaching, revision and mastery dates are recorded. (if appropriate)
5. A study skills checklist in which teaching dates and comments are recorded. (if appropriate)
6. Examples of pupil's 'free' writing, which will include as a minimum a piece done at the beginning of each school year and an essay written towards the end of the school year, under examination conditions for Years 7 to 9.

A) IEP (Individual Education Plan) or Provision Map

The SEND Code of Practice 2014 suggests discontinuing IEPs. At Bethany School we value their detail and will continue to use them if appropriate for all pupils receiving part time and full time DLS.

These forms are used to set targets for and to monitor the progress of all pupils taught by the Department in Years 7 to 13. They are completed in discussion with each individual pupils, and reflect agreed areas in written language, reading, responses to questions, study and examination skills, number work and any other area, including mental health and wellbeing, which pupil, DLS teacher, subject teacher, tutor and parents may consider appropriate. The final document is made available to staff and parents. Some with

IEPs/Provision Maps will also have Pastoral Success Plans which detail social and emotional aspects of their development and relate to the IEP.

B) Psychologists' Reports.

Copies of all available reports are kept both in the main school files and by the Head of DLS/SENCO. Teachers in the department are expected to be aware of their content for all the children whom they teach. All staff have access to a summary of pupils' strengths, weaknesses and strategies to support their learning and are required to make use of this to inform their lesson planning.

11. Assessment

The success of the school's SEND Policy and provision is assessed and evaluated through:

- Monitoring of classroom practice by SENCO and Staff Reviews
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Value Added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting IEP targets
- School self-evaluation
- The School Development Plan/ SEND Provision Review

Appendix 1. Accessibility Plan

ETHOS AND AIMS

Bethany School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School's plan has been created by the Senior Management Team (SMT) in consultation with staff. They have considered the following when developing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The body responsible for reviewing and monitoring this Accessibility Plan is the School's Education Committee which consists of the Governors (one of whom Chairs the committee) and members of the Senior Management Team. The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's responsibilities include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to review the School's SEN and disability policy
4. to review the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

There is also a formal review of the implementation of the plan at the November meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

SITE ACCESS AUDIT 2020

Location	Access	Possible Action	Comment
Hayward classrooms and Holmes building	Accessibility to upper floors	Manually assist pupils access the upper floor.	Immediate when required
		Install Stair lift	Long term as required
		Install lift in shaft in Holmes building	Long term as required
Textiles	Accessibility to first floor	Manually assist pupils access the upper floor.	As required
Music school	Level access	Ensure back door is unlocked for access	Immediate and ongoing
Old Pops	No access to upstairs	Manually assist pupils to access the upper floor.	Relevant boarder could self-isolate in in Orchard or house assistants room converted in Old Poplars.
Mount	No disabled facilities or upstairs access	Convert bedroom and gourd floor – provide disabled shower and toilet	As required
Administration Building	No access to first floor	Meetings take place on ground floor	Consider stair lift for teacher’s access to UCR Long term as required
Kendon House	No access to upper floors (where boarders rooms are)	Pupils housed in Mount or Orchard	
Library	Access only to ground floor	Librarian to assist pupils with limited mobility	
Orchard	Fully accessible	Monitor as required	No further action
Science	Fully accessible	As above	As above
Sports Department	Fully accessible	As above	As above
Assembly Hall	No disabled toilets	Use foyer toilets	Use portable ramp

Dining Room/Function Suite	Fully accessible	Monitor as required	Audio loop available
Swimming Pool	Fully accessible	Pool lift	As required



Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Improve safety on steps for visually impaired	Paint high visibility white lines on each step	Ongoing	Bursary	Regular monitoring by maintenance department
Medium Term	Improve the access to the sports complex.	Improve handrails on steps and the signage for alternate step free route.	2022	Bursary	Improved access
Medium Term	Easy access to disabled toilet facilities across school campus	Review access to disabled toilet facilities and plan new facilities	2021-23	Bursary	Disabled toilet facilities within short distance of all campus areas.
Medium Term	Review of handrails throughout site	Detailed analysis of where new handrails should be installed	2021-23	Bursary	Increased number of handrails available
Long Term	Incorporate accessibility goals and objectives into the planning and execution of new buildings as part	Ensure that architects are briefed on our requirements for accessibility.	2019-2028	Bursar	Clear objectives evident in architectural briefs.



of the 10 Year Campus Master Plan.				
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Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	<p>Improve differentiation for all pupils with SEND</p> <p>Improve access to the curriculum for pupils with severe SPLD</p>	<p>Consistent implementation of Universal Strategies by subject teachers</p> <p>Develop use of Read/Write Gold and Dragon Dictate to negate the need for Readers and Scribes if appropriate</p>	<p>Ongoing</p> <p>Sept 2021 to Sept 2023</p>	<p>DLS</p> <p>DLS</p>	<p>The needs of all pupils are met in the classroom</p> <p>All pupils who need readers and/or scribes can practice using technology to support their needs</p>
Medium Term	<p>Improve access to curriculum materials for the visually and auditory impaired.</p>	<p>All materials to be reviewed as appropriate.</p>	<p>August 2025</p>	<p>All HoDs</p>	<p>Any pupils with visual or auditory impairment can access curriculum materials</p>



Long Term	Improve access to the curriculum for pupils with emotional difficulties	Increase resourcing of counselling through the wellness centre. Develop pupil well-being.	August 2023 August 2023	AS/Welness Centre AS	All pupils with emotional difficulties can be offered appropriate and relevant support as and when required.
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Improving access to information

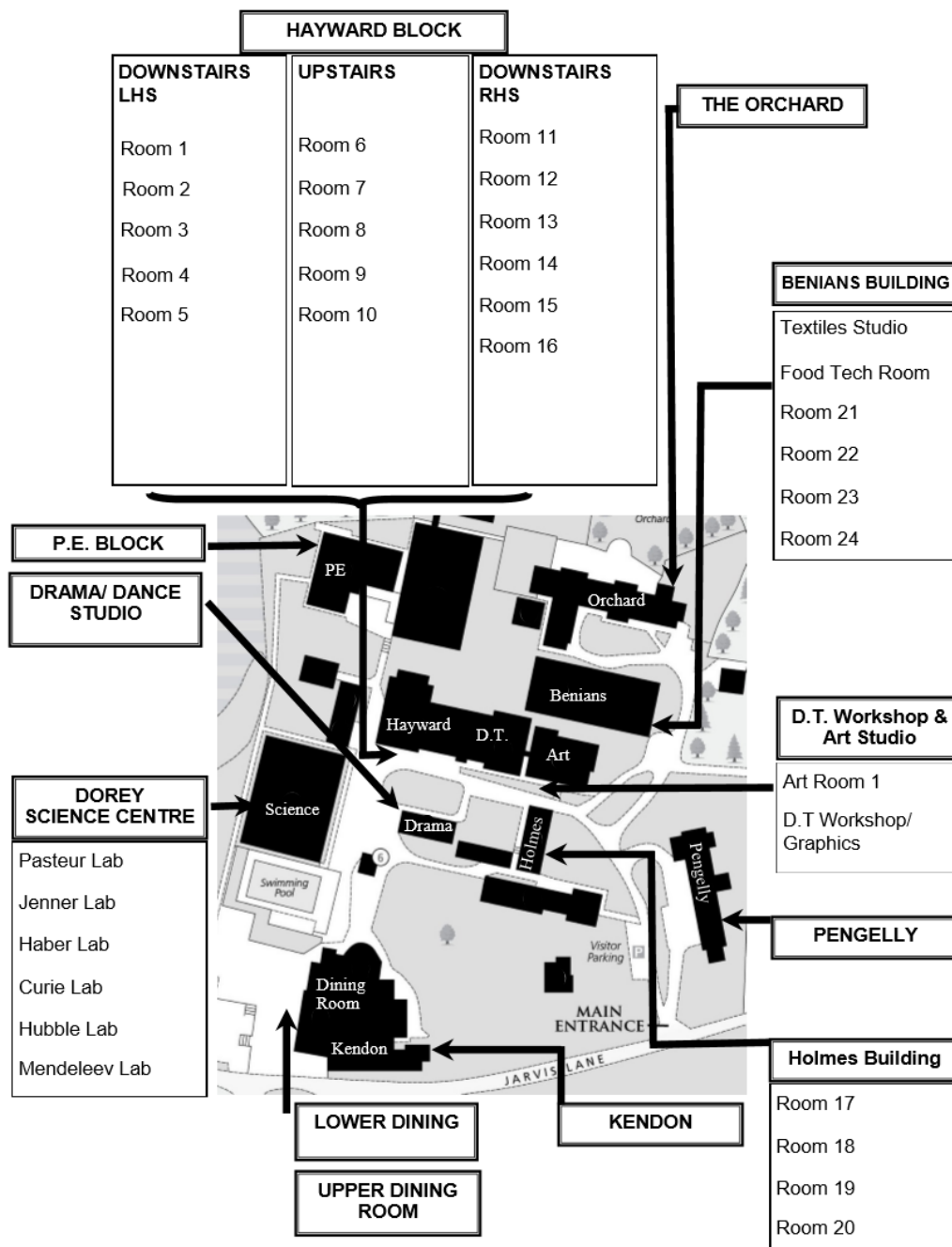
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	All information for Parents, Prospective Parents, Pupils and Visitors to be presented in a Dyslexic friendly format	All documentation to follow Dyslexic Friendly guidelines as published i.e. Calibri 12	Ongoing	All	All members of the community who are diagnosed dyslexic are able to access information made available to them
Medium Term	All information for Parents and Prospective Parents to be available in first languages	Develop process for the translation of Parent Information into a range of languages	August 2023	Admissions	All Parents and Prospective Parents are able to read School information

SENDA Policy



					in their first language
Long Term	All information for Parents and Prospective Parents available to the Visually and Auditory Impaired	Develop systems to ensuring that information is translated as appropriate.	August 2023	Admissions	All Parents and Prospective Parents with either visual or auditory impairment can access School information.

Appendix 2: Site Plan



Appendix 3: List of Abbreviations

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorders

DLS – Dyslexic & Learning Success Department

EAL – English as an Additional Language

IEP – Individualised Education Plan

LEA – Local Education Authority

TA – Teaching Assistant

SEND – Special Educational Needs & Disability

SENCO – Special Educational Needs Coordinator

Appendix 4: EAL Statement

Pupils arrive at Bethany from very diverse linguistic and cultural backgrounds. For many not only is it their first experience of living far away from home but also the first time they have studied in English. The role of the EAL department initially is to help them adjust to a new environment while improving their competency in English so that they can access their other academic subjects more easily. As time progresses the support remains on a social and educational level and the English teaching evolves with their changing needs.

A pupil arriving at Bethany from a non English speaking background will have been tested before he or she arrived to ascertain whether they would be able to cope in an English speaking class. If they join Years 7, 8 or 9 and 10 they will do a further test at the beginning of the school year so that we have a clearer idea of where their strengths and weaknesses lie. They then follow a course of lessons designed to increase their level of skill in the four key areas - Listening, Reading, Speaking and Writing bearing in mind the demands of other curriculum subjects. These lessons take place within the timetable while their peer group are studying French or Spanish. They do still have the opportunity to study another language as all pupils in Years 7 and 8 learn Mandarin

On arrival in Year 10 all EAL pupils, in one of their option blocks, embark on a two year course leading to the International English Language Testing System (IELTS). This examination counts as an acceptable qualification for University entrance in the UK and is much more tailored to the needs of non English speakers than the conventional examination.

Where pupils enter the Sixth Form whether from a British school or directly from abroad they are assessed and begin on a course designed to prepare them for the IELTS examination. This examination will provide the necessary proof of Academic English competence for any English speaking university anywhere in the world. When they take the exam depends on how quickly they progress. All teaching is done in small groups and fitted into the pupils' private study periods. There is additional provision for supporting their English for other curriculum areas.

The EAL Department at Bethany School sends strategies to all teachers of individual EAL students to enable them to access the curriculum at any level.

Each half term, the EAL teacher sets targets for and to monitor the progress of all pupils taught by the Department in Years 7 to 13. They are compiled in discussion with each individual student and reflect agreed areas in written and spoken language, reading and listening comprehension and grammatical and lexical range and accuracy, and any other areas the pupil and the EAL teacher may consider appropriate. Subject teachers, tutors and parents can also offer suggestions to ensure these targets meet the students' needs.

Appendix 5: Bethany School Whole School Provision Map 2021 / 2022

UNIVERSAL for all pupils	TARGETED as appropriate	SPECIALIST as appropriate
<ul style="list-style-type: none"> Quality First Teaching: a range of effective teaching strategies and techniques for all pupils (whether identified as SEND or not) to ensure progression in learning including: <p>Planned lessons with clear objectives Differentiation within lessons and for Prep (by support, outcome, expectation, task, questioning) Consideration of seating to take account of needs (seating plans) Varied methods of recording Use of assistive technology(laptops /iPads /reading pens / text to speech software/ touch typing) Appropriate teacher use of questioning, modelling and explaining Structured routines, clear expectations and boundaries, clear sanctions and rewards Celebration of individual achievement, encouragement and authentic praise Texts that are appropriate to age and interests Regular feedback with comments to move learning forward Rigorous monitoring of pupil progress and target setting</p> Multisensory teaching methods <ul style="list-style-type: none"> Visual and sensory aids (coloured filters, lecterns, wobble cushions, visual timetables) Accessibility to personalised learning aids (word banks, number lines etc.) Time to process information Repetition and reinforcement of skills 	<ul style="list-style-type: none"> Small Group intervention classes for literacy, numeracy and EAL within the school environment Inclusion on the Pupil Summaries document Specific structured, cumulative and multi-sensory teaching materials to address needs Use of relevant and high quality, up-to-date resources 1 to 1 6th Form support from TA Targeted in class support from TA Reduced or increasingly individualised timetable Peer mentors / listeners Interventions by Tutor, Head of Year, SENCO, Pastoral Head, Deputy Head <p>Report Card Tutor Mentoring Plans Care Plans – Level 1, 2 and 3</p>	<ul style="list-style-type: none"> Assessment for Exam Access Arrangements EHC Plan or Statement Annual Reviews Advice from: <ul style="list-style-type: none"> Educational Psychologist Occupational Therapist Psychiatrist Specialist Teacher Speech and Language Therapist Sensory Impairment Specialist Access to School Counsellor for the individual <p>Access to specialist services for emotional and mental health issues and support for families</p>

<ul style="list-style-type: none"> • Clear use of language in manageable chunks • Environmental adaptation to suit needs including mobility needs • Pastoral programme including: Structured tutor programme Structured PSHCE curriculum which ensures continuity and progression including: Relationships/Health and Well Being and Living in the wider world, Learning styles and Study skills Individual career planning, GCSE options, post 18 choices and transition to adulthood: financial planning, independent living • Access to supported Prep / study sessions • Modified curriculum pathways • Opportunities for outside learning • Revision classes • Access to Learning Success through Drop-in sessions • Support for any religious belief / prayer meetings 	<ul style="list-style-type: none"> • Exit card/time out arrangement • School Listener <p>IEPS (cycle of target setting, intervention with involvement of parent and pupil voice)</p>	
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