

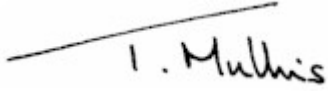


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# SEND POLICY

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BEDSTONE COLLEGE

<b>Last Reviewed</b>	September 2023
<b>Review Frequency</b>	1 Yr
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<b>Signed Off</b>	

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## Introduction

This policy applies to all members of our college community, including boarders and those in our EYFS setting. Bedstone College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the [UK Equality Act \(2010\)](#). Further details are available in the college's Equality and Diversity Policy document.

## Learning Support

Approximately 18% of the school population currently access Learning Support (LS) on a regular basis for help with a range of learning difficulties. Lessons are offered on a one-to-one basis, although small group tuition is also available as is classroom support for class teachers. The ethos of the LS Department is to offer enjoyable and stimulating lessons in a friendly and supportive environment which help to address whatever particular difficulty any student is experiencing with their learning. Although we exist primarily to support those who have identified areas of weakness, the department is available to offer support to all students at any time. Raising self-esteem is seen as key to removing barriers to learning for many of our students, and as such, we feel it is important that all our students are given every opportunity to experience academic success and to enjoy the experience of learning with us. Learning Support has Faculty status within the College.

## Staff

The Department has two member of staff.

<b>Mr Jamie Lowe    Head of Learning Support</b> <ul style="list-style-type: none"><li>• MA (1<sup>st</sup> Class Honours), French, Edinburgh University</li><li>• DIP RSA (Dyslexia), Hereford and Ludlow College</li><li>• PGD Inclusion and Special Educational Needs, Edgehill University</li><li>• CPT3A, Real Training</li><li>• PGCE, Oxford Brookes University</li></ul>	<b>Mrs Tricia Gray    Junior School Specialist</b> <ul style="list-style-type: none"><li>• BA Hons Human Movement Studies, University of Kent.</li><li>• Qualified in Neuro-Learning, Dyslexia, EAL, ADHD, ASD and Hearing Impairment.</li><li>• PGCE, Canterbury Christchurch</li></ul>
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## Initial Assessment and Referral

All new students are invited for an informal discussion with the Head of LS on entry to the senior school. If necessary they are then assessed following this discussion using the Bangor Dyslexia Test and any other appropriate screening test. Further assessments may then need to be carried out depending on the outcome of these initial assessments.

New entrants to the junior school are assessed and referred if necessary by their class teacher. Pupils experiencing difficulty are also identified through the regular Mark Order meeting system. Students or parents may also self-refer at any time.

If it is thought that a student may need some help or support on a regular basis then parents or carers will be informed and asked to give their consent. There is a charge for regular LS lessons,

and LS staff will make a recommendation as to how many weekly lessons may be needed and over what timescale. Any changes in provision will be discussed and agreed by parents.

### Ongoing Assessment

Teachers have access to a wide range of assessment materials which are used to inform them and their students of progress being made and also to support applications for exam access arrangements. Completed tests are stored in a locked filing cabinet in JGL's office. Keys are held by JGL and the Head's PA.

### Assessment Materials

The Department has a wide range of standardised testing materials, which include:

#### Literacy and Numeracy

- Diagnostic Reading Analysis (DRA)
- Letterchains and Wordchains
- The Dyslexia Screening Test (DST)
- The Wide Range Achievement Test (WRAT4 and WRAT5)
- Comprehensive Test of Phonological Processing (CTOPP and CTOPP2)

#### Intelligence

- The Wide Range Intelligence Test (WRIT)
- Test of Memory and Learning (TOMAL)

#### Behaviour and self-esteem

The Strengths and Difficulties Questionnaire (SDQ)

### Individual Education Plans (IEPs)

Individual Education Plans (IEPs) were introduced in January 2009 to help with individual target-setting. These are updated in discussion with the student at the beginning of each term. IEPs are given to all the students' teachers and to their tutor and houseparent if applicable. Copies are emailed home, and parents and staff are invited to contribute to them at any time.

### Exam Access Arrangements

Those receiving LS and any identified by other methods will then further assessed to establish evidence of need. Exam access arrangements which are available include:

- Coloured overlays
- Coloured paper
- Extra time up to 25%
- Oral language modifier
- Human Reader / Scribe
- Computer Reader

- Supervised rest breaks
- Word processors

Testing will normally be carried out during normal LS lesson time, although where detailed evidence is required (for example for a reader or scribe), there may be an additional charge to parents. Those identified as needing extra time who are not currently receiving regular extra support will be encouraged to join LS for the duration of their GCSE courses.

JGL is the named specialist teacher who is registered with the Joint Council for Qualifications (JCQ) to carry out assessments for exam access arrangements. Students must complete a data protection disclaimer prior to the application being made on the OCR Interchange website. All documentation supporting the application and the disclaimer should be filed in the Head's PA's office prior to the commencement of the relevant exam series.

### Psychological Reports

When psychological reports are needed, for example the Army Education Service sometimes request reports when they are supporting families in paying for LS, school can arrange for these to be produced under a private arrangement between an Educational Psychologist and parents.

### Tuition and Resources

#### Tuition

In consultation with the student (and sometimes parents), the LS teacher will establish what extra tuition may be of benefit to the student. This is recorded on the IEP and reviewed at the start of each term. LS has no set scheme of work since each student receives an individually tailored programme of study. Lessons should be fast-paced, varied, enjoyable and should always offer the student opportunities to experience success. Structured cumulative or pupil centred multi-sensory approaches are recommended.

Generally, lessons in Key Stages 1, 2 and 3 are skill-based, whereas lessons in Key Stages 4 and 5 they are more likely to focus on coursework and exam preparation. This is arranged in consultation with the class teacher.

#### Resources

Learning Support is based in the buildings near to the Medical Centre. LS have a large range of resources which includes the following:

- Alpha to Omega
- Auditory memory training
- Get Revising Study Kit
- Key Stage 3 Learning Kit
- Key Stage 4 Learning Kit
- Lucid Comprehension Booster
- Megawords
- Nesy brainbooster
- Nesy fingers (touch typing course)
- Numbershark

- Reading Comprehension in Varied Subject Matter Speed Up! Starspell
- Stride Ahead
- The Dyslexia Institute Maths Programme
- The Ginn Handwriting Programme
- The Nessy Learning Programme
- Trugs (Teaching Reading Using Games) Programme
- Toe by Toe
- Units of Sound
- Various games and puzzles
- Visual memory training
- Wordshark

Students in KS3 and 4 who struggle with spelling are encouraged to use the Aurally Coded

English (ACE) Spelling Dictionary (LDA), and in KS1 and 2 are given the “500 Word Book” (Learning Materials Ltd, Wolverhampton). LS have support materials for both of these resources which help students to learn how to use them independently.

The Department has two networked PCs and one standalone PC.

A collection of 80+ fiction and non-fiction books for reluctant or struggling readers is held in the school library and is available to all students.

## Recent Developments

### CReSTeD Status

In February 2013, the LS Department and school invited an inspection by the Council for the Registration of Schools Teaching Dyslexic Students (CReSTeD). CReSTeD judged that the learning support provision for students with Specific Learning Difficulties (SpLD) was of a sufficiently high standard to merit the award of Dyslexia Unit (DU) status to Bedstone College. The status was confirmed by a subsequent assessment visit in January 2016 and again in February 2019. This prestigious status is only shared with 34 other schools nationwide. CReSTeD hold a database of schools which meet its standards of provision and promotes its schools to parents, local authorities and the Ministry of Defence. For further information, see [www.crested.org.uk](http://www.crested.org.uk).

### Training and Qualification

In 2013-2014, JGL completed the OCR Level 7 Diploma in Teaching and Assessing Learners with Specific Difficulties qualification, the “gold standard” in the field of specialist dyslexia teaching and assessment.

### Annual Learning Support Conference

Since 2010, the LS Department have organised an annual conference for Learning Support specialists from across the region, and this has grown in stature over the years to become the leading event of its kind in the Midlands region. The conference has become increasingly well attended, and Bedstone have hosted some of the UK’s leading experts in the fields of Dyslexia, Dyspraxia and Dycalculia. The event in 2017 attracted around 90 delegates from across the region, and raised a considerable amount of money for the Department. The last conference was held in 2018 and plans for a future conference are under review.

## Learning Support for All

It is very much in the ethos of the Department that Learning Support should be accessible to all students, regardless of ability or attainment. We aim to continue to develop awareness of our service across the school community, and to ensure that all students and staff are aware that we are available to support inclusive learning throughout the college. In particular, we aim to offer support to all students, free of charge, whenever they may experience learning difficulty.