



## WESTMINSTER UNDER SCHOOL

### Special Educational Needs and Disabilities (SEND) Policy

|                                |   |
|--------------------------------|---|
| Written by:                    | DJ & TSL  |
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| Related policies:              | Acceptable Use Policy<br>Admissions Policy<br>Policy on English as an Additional Language<br>Teaching, Learning and Curriculum Policy<br>Disability Access Policy<br>Policy on Behaviour, Rewards and Sanctions |
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| Person(s) in charge of review: | Assistant Master, Teaching and Learning<br>Head of Learning Development   |

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## **Introduction**

This policy has regard to the following policies:

- The Equality Act 2010 (replacing a range of previous legislation such as the Disability Discrimination Act)
- The Children and Families Act 2014
- The SEND Code of Practice 2015 (Department for Education)
- The Data Protection Bill 2018 implementing the General Data Protection Regulation (GDPR)

## **Definition of Special Educational Needs and Disability (SEND)**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also 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’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.”

(SEND Code of Practice, 2015)

“A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term effect on their ability to carry out normal day-to-day activities.”

(Equality Act 2010)

## **Governance & Management**

All schools have duties under the Equality Act 2010, not only to ensure that *reasonable adjustments* are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. As detailed in the SEND Code of Practice, Jessica Cecil, has been appointed as the School governor ‘*with specific oversight of the School’s arrangements for SEN and disability*’

The Head of Learning Development / SENCO will regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision. To ensure best practice, the Head of Learning Development/SENCO at the School is an experienced, qualified teacher with relevant specialist qualifications (NASENCO).

The Assistant Master, Teaching and Learning regularly liaises with the Head of Learning Development / SENCO to ensure best practice across the School in terms of adapted teaching and learning.

### **Principles underlying practice**

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities.

Westminster Under School aims to:

- focus on inclusive practices and removing barriers to learning;
- ensure that disabled pupils are not treated less favourably than other pupils;
- take reasonable steps to avoid putting disabled pupils at a disadvantage in educational terms;
- identify the special educational needs of young people early;
- make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- take into account the views of young people and their families;
- enable young people and their parents to participate in decision-making;
- collaborate with partners in education, health, and social care where appropriate;
- ensure that appropriate resources are available for pupils with temporary or long-term special needs;
- provide support for teachers to meet the learning needs of all pupils.

The 2015 Code of Practice adds emphasis in areas of relevance to us:

- clarification of the fact that all children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential (see paragraph 6.1);
- an addition to the list of legal obligations under the Equality Act 2010 that explains that schools must not discriminate for a reason arising in consequence of a child or young person's disability (see paragraph xix).

The Governing Body of Westminster School is committed to its responsibilities under the Special Education Needs and Disability Act (2015), which established the right for disabled students not to be discriminated against in education.

The School takes a sympathetic and professional whole-school approach to pupils with SEND and **pupils with SEND are the shared responsibility of all staff**. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

To ensure the needs of pupils with SEND are addressed, the Learning Development Department (LDD) will:

- identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as educational psychologists, specialist teachers and therapists;
- develop and monitor support measures where a need is identified;
- develop and update the Learning Development Register and Monitoring Lists and ensure that these are circulated amongst teaching staff;
- work in close liaison with pastoral and teaching staff to ensure clear and professional communication on learning needs and progress of pupils;
- teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- communicate effectively with pupils, parents, and guardians on the learning needs of pupils and provide a Personalised Learning Plan for those pupils on the Learning Development Register and ensure that these are circulated to the staff of specific pupils;
- collate evidence to support applications for access arrangements in external entrance exams at 7+, 8+, and 11+ / 13+;
- in the case of a child entering the School with an Education Health Care Plan, we will follow the recommendations stated on the plan and actively monitor the child's progress towards the outcomes specified. We will ensure that the plan is reviewed by the local authority at least on an annual basis and consider whether the outcomes and supporting targets remain appropriate.

## **Identification and Assessment of Pupils**

### **Admissions**

- The School's Policy on Admissions sets out the 'pre-conditions' required for selection. All decisions relating to SEND matters are made with regard to the provision of reasonable adjustments as set out in the Equalities Act 2010.

- Parents and / or pre-prep / prep schools should inform the Admissions Department about a candidate's particular needs, providing any reports from suitably qualified professionals as are available.
- The School will make reasonable adjustments to the admissions process to enable SEND pupils to participate fully and to the best of their abilities.
- The ISEB Common Pre-Test is designed to be accessible to candidates with a range of special educational needs. Extra time will be available if required.
- The Head of Learning Development (SENCO) works closely with the Admissions team to make decisions about any access arrangements requested for entrance exams (e.g. internal tests at 7+ / 8+ / 11+, Common Entrance, Challenge). The regulations set out by the Joint Council for Qualifications (JCQ) are used to determine whether or not a prospective pupil should be allowed any concessions in the entrance exams (See 'Access Arrangements for Examinations' for more detail).

Where possible / appropriate, transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the feeder school and any outside agencies involved.

## **The Graduated Approach**

As stipulated in the 2015 SEND Code of Practice, support is part of a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are: • Assess • Plan • Do • Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised (Appendix C).

Both parents as well as the individual pupils are a central part of the process at all times.

### **Assessment**

*Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.*

*N.B. Difficulties related solely to limitations in English as an additional language are not SEN but we also recognise that children with EAL may also have SEN needs as well.*

*(SEND Code of Practice, 2015)*

When pupils arrive at the School, the Learning Development Department looks at any evidence of specific learning difficulties or disabilities provided by the family and / or previous school. All pupils are screened at the beginning of each academic year for dyslexia. Monitoring continues throughout a pupil's time at the School, using information gathered from a variety of sources including feedback from teachers, parents, and the pupils themselves, as well as from the following standardised tests:

- Years 3 - 8 – New Group Reading Test (NGRT) and New Group Spelling Test (NGST) (All pupils)
- Years 3, 4,5, and 6 – Cognitive Ability Tests (CATs)
- Years 3, 4, 5, and 6 - Progress Test for Maths (PTM) and Progress Test for English (PTE) (and Progress Test for Science (PTS) for Years 4 – 6)

Pupils may be monitored for other neurological differences such as dyscalculia, DCD / dyspraxia, ADHD, ASD and DLD through class and playground observations, questionnaires, book looks and discussions with staff, parents and pupils, as well as feedback from exams and reports.

### **Plan**

The Learning Development Department provides information and support on SEND matters for Departments as well as individual teachers to reduce barriers to learning. In addition, the Learning Development Department offers a graduated approach with a universal offer of:

- English Skills (Years 5 - 8) Study Skills Group Sessions (Years 5 - 8)
- Handwriting Club (Years 5 - 8)
- DoodleLearning: Maths and English (Years 3 - 4)
- Lexia (Years 3 - 8)
- Nurture Group / Breakfast Club (available to all year groups where there is the need)
- Talking Space (available to all year groups where there is the need)
- Support for 11+ Pre-Tests through Atom Learning (available to all pupils in Years 5 and 6)
- English as an Additional English (EAL) Support Groups (Year 3-8)

### **Learning Development Referral Form**

The School aims for a whole-school approach where 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

*Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'*

*(SEND Code of Practice, 2015)*

The first response to a specific need will always be high quality, adapted teaching in all subject areas targeted at the individual's needs. This is the class / subject teacher's responsibility. The quality of teaching is monitored by formal and informal observations by Heads of Department and members of the Senior Management Team. The teacher should implement strategies and interventions in class and make contact with the Head of Year and parents. Following this, if progress is still not being made, teachers may then complete a Learning Development Referral Form (Appendix A), accessible on the School's database, to specify the pupil's areas of difficulty and initiate a member of the Learning Development team to intervene, further assess and devise a plan of action in collaboration with the individual pupil, their parents and staff. The type of support may come from the Head of Learning Development, subject specific support or the Counsellor. A joint decision will be made as to whether this pupil will go onto the Learning Development Register, Monitoring List, specific subject support list or Counselling List, depending on the severity and nature of the individual's needs. Parents will be kept informed from the outset of the School's concerns and proposed actions.

### **Personalised Learning Plan**

In some cases, a referral to an outside consultant, such as an Educational or Clinical Psychologist is recommended. The School can recommend an Educational Psychologist, Clinical Psychologist, teacher assessor, or multidisciplinary external support team to parents.

Once all the necessary supplementary assessment information is collected and analysed in collaboration with the pupil, parents, teachers and Head of Learning Development, a Personalised Learning Plan (Appendix B) is devised.

If an Educational Psychologist or other external professional report has been done for a specific child, recommendations in terms of strategies and interventions will also be stated within the Learning Plan. The Personalised Learning Plan will be brought to the attention of the pupil's teachers, and guidance will be provided, as necessary, by the Head of Learning Development to support each teacher's implementation of the recommendations.

### **The Learning Development Register**

A pupil who has significant needs or a disability will be added to the Learning Development Register. It is updated, reviewed regularly, and circulated to all staff. A pupil with an Educational Psychologist or other external professional report will be placed on the Learning Development Register but will not necessarily require a Personalised Learning Plan. The register is based on the type and level of pupils' individual needs regardless of whether they have an external professional report.

**Do**



If one-to-one or group Learning Development sessions are considered necessary, parents will already be involved through the drawing up of a Personalised Learning Plan. Pupils who do receive support will only do so for as long as it is needed, in consultation with their parents. These sessions may occur once weekly or more regular across the week and are tailored to the individual's level of need.

#### **Aims of development support (group / one-to-one / in-class)**

- To enable pupils with a specific barriers to grow in confidence
- To enable pupils to overcome, or learn to cope with, their specific difficulties and reduce exam related anxiety
- To promote independence
- To encourage an organised approach to studies
- To reduce barriers and help pupils fulfil their academic potential and make progress in their learning

#### **Review**

Eventually, pupils on the register may not need sessions / input from the Learning Development Department. They have often developed strategies of their own or become independent in implementing suggested strategies to aid their individual needs. These pupils will then be transferred to the Learning Development Monitoring List.

However, some pupils may find that they need further support due to the changing nature of their needs or situation or as the volume and complexity of work increases in which case they may need to stay on the Learning Development Register and continue the 'Assess, plan, do, review' cycle.

As a staff body, we monitor progress of all pupils on the register and monitoring list, whether they receive direct support or not. Any pupils who need support are given individual help, whether or not they have an Educational Psychologist report.

Personalised Learning Plans are reviewed on a termly basis and the pupils as well as the parents are a central part of this process. Meetings with parents will take place near the beginning of the academic year to discuss targets, strategies, and interventions and then at the end of each term to review these and discuss progress. Therefore, at least three review meetings are held throughout the year.

Every teacher will be given a list of all the pupils in their teaching groups who are on the Development Register or Monitoring List, together with their specific needs and appropriate individualised strategies. In addition, the Learning Development Register and Monitoring List are available in the staff area of Aptus and WUSMIS, together with the pupils' Personalised Learning Plans. These are also updated as new Educational Psychologist's reports are received and at the time of review.

The SEND Code of Practice makes explicit that ‘*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*’ All subject staff are required to be aware of a pupil’s specific needs and be prepared to adapt work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Development Department works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies / interventions. Learning Development support usually involves agreeing targets with pupils. These are reviewed frequently, often on a weekly basis where support is intensive. Pupils are encouraged to be self-reflective and targeted pupils are expected to complete regular exam reflection exercises. The Learning Development Department has full access to a range of data collected by the School, both summative (e.g. test and exam results) and formative (e.g. order sheets, end of term reports).

In cases where there is a complex need (including pupils who have an Education Health and Care Plan) reviews may need to include outside agencies/specialists.

There is currently one pupil with an EHCP at the School.

## **Access Arrangements for Examinations**

### **Introduction**

“The purpose of an access arrangement / reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.”

(JCQ Access Arrangements and Reasonable Adjustments, 2024 – 2025)

The Joint Council for Qualifications (JCQ) sets out the regulations that all schools are required to follow when considering exam concessions for public exams. Schools are required to make ‘*reasonable adjustments*’ while ensuring that no pupil is given an ‘*unfair advantage*’.

### **Pupils applying to the school**

At School, the JCQ requirements are also used to determine whether or not a prospective pupil should be allowed any concessions in the entrance exams.

Details of the evidence required for the most frequently requested exam concessions are listed below. The School requires evidence to be submitted by the end of October in the academic year leading up to the entrance exams. This allows time for further evidence to be gathered should that be necessary.

### **Evidence needed to make a request for use of a word processor for exams requiring extended writing**

Written evidence from the school and a diagnostic assessment report from a suitably qualified professional detailing why using a word processor is appropriate to the pupil's needs. Most commonly these are:

- a) very slow and / or illegible handwriting;
- b) a physical disability or medical condition;
- c) significant problems with planning and organisation when writing by hand.

Using a word processor should be an established way of working for that pupil.

### **Evidence needed to make a request for extra time (up to a maximum of 25%)**

- An assessment report by a specialist assessor will need to be submitted. Please note that pupils will usually only be considered eligible for extra time if they have **two** below average standardised scores of 84 or below, in two different areas of speed of working. Or,
- one below average standardised score of 84 or below **and** one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to **two different** areas of speed of working such as:

- speed of reading and speed of writing, or
- speed of reading and speed of cognitive processing, or
- speed of writing and cognitive processing, or
- two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

A covering letter from the school will also be required to confirm that extra time is being offered to the pupil as a result of a *substantial and long-term impairment* which has been shown to affect speed of working. The assessment report should be carried out by a specialist assessor and should be dated no earlier than:

- The start of Year 2 for 7+ and 8+ entry
- The start of Year 5 for 11+ entry via ISEB Pre-Test

## **On arrival at Westminster Under School**

### **General**

When any pupil who has previously been awarded exam concessions arrives at the School, the Learning Development Department will assess any continuing need and update the evidence as set out below. Exam concessions agreed for entrance exams will not automatically transfer. All pupils are carefully monitored throughout their time at the School, but should any pupil or parent have concerns about performance in exams, the Head of Learning Development should be informed. Should a detailed diagnostic assessment be required, the Head of Learning Development will advise parents to commission the relevant assessment.

### **Word Processing**

The School requires clear evidence of need before the use of a word processor in exams can be agreed. 'Need' in this instance would most commonly be:

- very slow and / or illegible handwriting
- a physical disability or medical condition
- significant difficulties planning and organising their written work by hand
- diagnostic/professional assessment report or recommendation from SENCO/Head of Learning Development

Any pupil who has been allowed a word processor in the entrance exams will need to undergo a handwriting and typing test in their first term to determine whether this remains appropriate to their needs. Should this be the case, the pupil will also need to show that word processing remains their 'normal way of working' (where appropriate) in class, for prep and for internal exams.

During examinations, all candidates will be expected to use the word processor supplied by the centre (School) with the spelling and grammar check deactivated.

New concerns may be raised at any stage by teachers, parents, or the pupils themselves. Samples of handwriting will normally be collected, with internal exams providing a realistic example of what a pupil can manage when under time constraints. Where concerns remain, a handwriting assessment and typing test will be carried out by the Learning Development Department.

Pupils should aim to touch type at 35 words per minute in order to start using the laptop for extended pieces of writing in class and at home. The pupil and their parents will then have to sign a laptop user agreement form in order to clarify exactly when and how the laptop will be used in school (Appendix D). Touch-typing sessions are available before school on a weekly basis but it is recommended that pupils develop their touch-typing skills outside of school time.

A pupil is not permitted to use a laptop for homework, tests, or examinations because it is their preferred way of working; pupils must either have permission from the Head of Learning Development and satisfy at least one of the criteria above, or have explicit permission from a teacher for a particular piece of work to be typed. This is because we value the importance of developing the ability to produce legible handwriting at a reasonable speed if a pupil does not have any specific barriers to achieving this.

### **Extra time**

Pupils who have previously been eligible for extra time are likely to be those who have below average processing scores which can be shown to have a '*substantial adverse effect on speed of working*'. In order for any extra time to be agreed at the School, it will be necessary to collect evidence of need, including the monitoring of internal exams. In addition, the School will recommend to parents that they commission a formal assessment with an external professional.

### **Other concessions**

JCQ regulations provide details of a range of possible adjustments, such as prompts or supervised rest breaks (suitable for pupils with Attention Deficit Disorder) and modified papers (suitable for pupils with visual impairments). Cases are considered on an individual basis and evidence collected as detailed in the regulations.

The Joint Council for Qualifications (JCQ) sets out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Development Department will assess needs and update the evidence.

Although the application of JCQ regulations is voluntary for exams in this age group, the School believes that best practice is to follow the JCQ regulations when considering eligibility for exam concessions.

### **Transition**

The transition from pre-prep to prep school, and from prep to senior school, can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the senior school and any outside agencies involved.

- An exchange of effective and meaningful documentation in order to give the receiving school clear evidence of pupil attainment to include assessment results, Personalised Learning Plans, pupil passports, recent reports;
- the Head of Learning Development will contact the future school to communicate the necessary information and, may arrange for the child to visit the new school on one or more occasions if necessary;

- the teachers, and the Head of Learning Development, alongside parents, will spend time preparing the child for the changes that are to take place;
- the Head of Learning Development (SENCO) works with the Admissions team of future schools to inform them about any access arrangements requested for entrance exams. The regulations set out by the Joint Council for Qualifications (JCQ) are used to determine whether or not a pupil transferring at 13+ should be allowed any concessions in the entrance exams.

## **Resources and Funding**

The Department is generally staffed by one full-time specialist teacher (Head of Learning Development / SENCO), two full-time Teaching Assistants, one part-time specialist teacher (EAL Lead / Study Skills teacher), and one part-time Counsellor.

No charge is made to parents for in-house Learning Development support, subject specific support or Counselling.

In the case of a pupil(s) entering the School with an EHCP, the spending of any income received for the pupil(s) would be planned on an individual basis, with input from all concerned. Details would be recorded and shared with the relevant local authority.

## **SEND training for staff and raising the profile of SEND across the School**

Regular INSET on SEND matters is provided to all teaching and pastoral staff. The Head of Learning Development presents termly updates on those pupils on the SEND Register to all staff. Regular external training is also provided on SEND matters of particular relevance to our pupils; recently, these have included Neurodiversity, as well as sessions on supporting children with ASD, ADHD, and EAL. We believe that greater awareness of neurological differences in children will help teachers to limit bias, understand overlap and gain confidence in providing practical support. More widely and increasingly, the Learning Development Department, along with colleagues from across the teaching staff, are working with pupils to promote, and celebrate, neurodiversity within and beyond the School community. This has included assemblies on this theme, with speakers including our own pupils, former pupils, and colleagues from the Under School and Westminster School.

## Appendix A: Learning Development Referral Form (available on WUSMIS)

**N.B.** Please note the difference between academic (lack of motivation and / or general difficulty in retaining information) and learning concern (a genetic, learned, and / or cognitive problem that is hindering progress).

| New Referral Form  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
| Select New Boy   |  |  |  |  |   |  |
| -- Select Boy Name --  |  |  |  |  |   |  |
| Type of Concern: (Tick relevant box/es )   | Communication (Tick relevant box/es )                    | Brief description of challenges: <a href="#">Questionnaire</a> | Wave 1 - Strategies implemented/ interventions or support clinics attended (Interventions) | Additional Barriers to Learning: (e.g:family situation/ divorce/separation/ EAL/ bereavement) - Areas of Concern | Next steps/action taken: (to be completed by SEND department) |  |
| Cognition and Learning   | <input type="checkbox"/> Head of Department Informed     |  |  |  |   |  |
| Social   | <input type="checkbox"/> Head of Year Informed:          |  |  |  |   |  |
| Emotional  | <input type="checkbox"/> Parents contacted:              |  |  |  |   |  |
| Mental health difficulties   | <input type="checkbox"/> Resources sent home to support? |  |  |  |   |  |
| Behavioural  | <input type="checkbox"/>                                 |  |  |  |   |  |
| Academic   | <input type="checkbox"/>                                 |  |  |  |   |  |
| Communication and Interaction  | <input type="checkbox"/>                                 |  |  |  |   |  |
| Sensory and/or physical needs  | <input type="checkbox"/>                                 |  |  |  |   |  |
|  |  |  |  |  |   |  |
|  |  |  |  |  |   |  |
| <input type="checkbox"/> SMT<br><input type="checkbox"/> Form Teacher<br><input type="checkbox"/> Head of Year<br>Notify by email? <input type="checkbox"/> School Counsellor<br><input type="checkbox"/> Study Skills Yr 5/6<br><input type="checkbox"/> Study Skills Yr 7/8<br><input type="checkbox"/> EAL co-ordinator |  |  |  |  |   |  |
| <b>NB.</b> Please note the difference between academic (lack of motivation and/or general difficulty in retaining information) and learning concern (a genetic, learned, and/or cognitive problem that is hindering progress).   |  |  |  |  |   |  |

## Appendix B - Personalised Learning Plan – Pupil Passport (available on WUSMIS)

| Edit Pupil Passport   |   |
|---|---|
| <b>Initial Discussion with child:</b><br><input type="text"/>                           |   |
| <b>Initial Discussion with parents:</b><br><input type="text"/>                         |   |
| <b>Initial Discussion with form tutor/other class teachers:</b><br><input type="text"/> |   |
| <b>What I do well:</b><br><input type="text"/>  | <b>Outside agencies involved:</b><br><input type="text"/>                                   |
| <b>What I find more difficult:</b><br><input type="text"/>                              | <b>What's important to me:</b><br><input type="text"/>                                      |
| <b>My parents wish me to be able to:</b><br><input type="text"/>                        | <b>How you can help me? (general strategies for adults to use):</b><br><input type="text"/> |
| <b>Long Term Outcomes (by the end of this year)</b><br><input type="text"/>             |   |
| <b>Short Term Outcomes (by the end of the term)</b><br><input type="text"/>             | <b>What will I do to help me achieve my targets?</b><br><input type="text"/>                |



### Appendix C: Assess, Plan, Do, Review

|   |                         |                                    |  |   |
|---|-------------------------|------------------------------------|--|---|
| <b>Assess:</b><br>(screening results to consider) | Exam Concessions:       | Strengths:                         | Additional Pupil Background Info:<br>EAL, family matters etc | Parental Concerns:  |
| Area of needs:                                    | <b>Plan:</b><br>TARGETS | <b>Do:</b><br>Suggested Strategies | Who<br>(adult carrying out strategies)                       | <b>Review:</b> evaluate the effectiveness and impact of support, outcomes/targets 2020) |
| Additional meeting notes:                         |                         |                                    |  |   |
| Date of next review:                              |                         |                                    |  |   |

Mrs D L F Jones, Head of Learning Development

## Appendix D - Laptop/Tablet Acceptable Use Policy for SEND users



### Westminster Under School Laptop/Tablet Acceptable Use Policy

In addition to the WUS Rules for Responsible Computing Use, I agree to abide by the following conditions regarding the use of my computing device in school:

- My computing device is my responsibility. When not in use it will be stored and locked in my locker. The computing device would not be insured by the school.
- I will ensure that the computing device and its case are clearly labelled with my name.
- I will ensure that my computing device is password protected.
- I will make sure the volume on my computing device is muted at all times.
- I will disable the use of spelling and grammar checks for school work.
- I will consider when I may need my computing device and I will bring it to every English, History and TPR lesson. On occasions I may use it in other lessons, such as Classics, Geography or French, but I may not use it outside lesson time in school.
- I will abide by the examination rules regarding the use of my computing device.
- I will not use my computing device to play games, surf the internet or in any other way that is not appropriate during lessons.
- I will not store illegal or inappropriate material which may upset or cause harm to staff or pupils on my computing device.
- If I have typed any homework, I will make sure to print it out and stick it in the appropriate place in my exercise book or file.
- I will always have a USB memory stick with me. If it is not possible to email and print work at the end of a lesson, I will use the USB to print my work and hand it in.
- I will ensure that I charge my computing device every evening at home. I will use battery power at school.
- If there is a problem with my computing device during a lesson, I will not interrupt the teacher to ask for help. I will quietly and with the minimum of fuss switch to using paper and pen and deal with the problem later.
- I understand the School is not responsible for the maintenance of my computing device and its software. Should it develop a fault, I will try to get the problem sorted as soon as possible.
- I will apply the above conditions to a computing device borrowed from the school. I will return the computing device to the IT department at the agreed time. \*

Pupil Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

\* Parents do not need to sign this policy if their son is borrowing a computing device.