Inclusion (Learning Support) Policy (including EYFS)

Inclusion and Learning Support Policy
Including Gifted, Able and Talented; Special Educational Needs or Disability; and EAL.

At Gad's Hill School we see diversity as a strength and are committed to the equality of access to quality educational opportunities for all. We recognise that all pupils have individual and unique gifts, abilities, talents, needs and backgrounds, and we are committed to ensuring that every child has the support and challenge required to flourish and reach their full potential.

This policy outlines the procedures for the planning, delivery, and review of educational support provision for students with GAT, SEND, EAL, or other significant factors impacting learning to that aim.

Other Related Policies:
I1 Whole School Mission, Visions, Values and Ethos
A01 Admission procedures
S4 Safeguarding policy
E4 Curriculum policy
A05 Examination Procedures and Access Arrangements Policy
S7 Health and Safety incl. EYFS policy
S9 Medical Treatments and First Aid policy
S2 Anti-bullying policy
S3 Behaviour Management policy
I8 Early Years Foundation Stage policy
S15 School Visits policy and procedures
S10 Parental Complaints procedures
Departmental Handbooks across all school phases

Contents:

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Compliance

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25** (Sept 2014, 3.65) and has been written with reference to the following guidance and documents:
- Equality Act 2010: Advice for Schools DfE (Feb 2013).

- Statutory Guidance on Supporting Pupils with Medical Conditions (Apr 2014).
- Teacher's Standards (2012)
- Children and Families Act (2014)

This policy was created by the School's Learning Support Coordinator (SENDCo) in liaison with the Learning Support Department, Governing Body of the School and Senior Management Team.

Staffing

SEND link Governor:

The Learning Support Department has a high calibre of specialist teachers and support staff and liaises with a wide range of internal colleagues and external agencies* in order to meet the needs of all students.

Persons responsible for managing the provision we make for students with SEND and EAL:
Learning Support Coordinator-Senior: Mrs Julia Hurren (QTS and NASENCo-in progress)
Learning Support Coordinator-Junior & EYFS: Mrs Emma Butler (QTS)

Additional staff responsible for delivering the provision for students with SEND and EAL:
Learning Support Tutor-Senior: Mrs Bridgette Charlton Hess (QTS and NASENCo)

Subject Specialist Teachers of Learning Support- Senior:
      Mr Richard Harris (QTS)
      Mrs Bridget Ostrehan (QTS)
      Miss Sameena Rana (QTS)
      Mrs Wendy Masters/ Mrs Barbara Frikstad

Learning Support Teaching Assistant-Junior: Mrs Stephanie Meade

Examples of external agencies include; Medway SEN Team, Educational Psychologists, Speech and Language Therapists, Children and Adolescent Mental Health Service (CAMHS) and Early Help.

SECTION 1: MISSION, VALUES & AIMS

The Gad's Hill **mission** is to enable our students to enjoy school, to achieve good academic qualifications, and to develop those personal attributes and qualities which will guide them on their journey through life.

The Learning Support Department at Gad's Hill focuses on realising the school's mission; ensuring that all students, including those with Special Educational Needs or Disability (SEND), English as an Additional Language (EAL), and students who are Gifted, Able, and Talented (GAT), and other

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significant factors impacting learning, such as those who are vulnerable, or those with mental health issues, can achieve through a holistic approach, underpinned by our **school values** of Excellence, Enthusiasm, Friendship and Success.

We aim to:
- Ensure that all students have opportunities to be confident, flourish, celebrate their talents and reach their individual potential.
- Ensure that all students can access a broad and balanced education.
- Enable students to develop a good standard of written English, use maths skills in everyday life and encourage an interest in reading for pleasure.
- Identify student' additional needs in an evidence-based, holistic and timely manner.
- Ensure all additional support is targeted to a specific need and enables students to improve and make progress.
- Liaise with, and advise, teaching staff to ensure the curriculum and learning environment is accessible to all students and challenges GAT students.

All students require different support and challenge to fully realise their potential. Students of all ability levels are supported and challenged through a rich curriculum with diverse enhancement opportunities, including those aimed specifically at GAT students. Provision Maps are used to ensure that, where required, students receive targeted provision to ensure good progress. Where appropriate, the Learning Support Department provide a range of SEND provision that is flexible and reactive to the individual's needs, such as: in-class support; timed interventions; small group targeted support; and specialist support in Literacy, Numeracy, and Emotional Literacy. This is carried out in a realistic and reasonable way to ensure that it is economically viable.

In line with NASEN (National Association of Special Educational Needs) best practice, the school follows a **Graduated Approach** to learning support, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a student's needs and of what supports them in making good progress and securing good outcomes.

The four stages of the cycle are:
- **Assessment and Referral** (See: Section 2)
- **Provision Planning** (See: Section 3)
- **Provision Delivery** (See: Section 4)
- **Review** (See: Section 5)

SECTION 2: ASSESSMENT & REFERRAL
Gad's Hill welcomes all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Treating every child as an individual is important to us and we welcome students with SEND, providing that the Learning Support Department can accommodate the level of support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with SEND to discuss their child's requirements with us before he or she undergoes any entrance assessments so that we can make adequate provision for him/her and give advice on the levels of support we can offer. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or

other special arrangements. Information from previous education providers and external specialists will then be considered in combination with the school's own assessments of need to inform provision; SEND provision is not automatically transferred/ granted, except in the case of EHCP, based on external evidence in isolation.

Identifying Special Educational Needs
'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' *(Special Educational Needs and Disability (SEND) Code of Practice, 2014)*
The four broad areas of special educational need are:
  • Communication and interaction
  • Cognition and learning
  • Social, mental and emotional health
  • Sensory and/or physical

Further impacts upon learning, whilst not categorised as special educational need, are also recognised by the school:
  • Disability / Medically diagnosed condition
  • English as an Additional Language (EAL)
  • Being a looked-after child / a child separated from parents or guardians

Identifying Gifted, Able and Talented:
Able pupils
'Able pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at the school) in one or more of the core subjects.

Gifted pupils
Gifted refers to students who achieve, or have the ability to achieve, significantly above average (compared with the attainment of other students in their year group at the school) in one or more of the core subjects.

Talented pupils
Talented refers to those students who achieve, or have the ability to achieve, significantly above average in art, DT, performing arts, physical education or in areas requiring visual-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at the school.

At Gad's Hill we recognise that gifted, able and talented students may be:
  • Very able in one area e.g. a curriculum area such as maths, music, art sport.
  • Notably good all-rounders.
  • Able, but who do not/cannot currently overtly show their ability.
  • Possess unusual abilities.

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Gad's Hill school provides a nurturing environment, with strong emphasis on pastoral care, wellbeing, and positive student-teacher relationships. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all students. In addition, the school follows a regular cycle of subject specific progress assessment each half term (Junior)/ full term (Senior), with formal **Assessment Meetings** to analyse data on attainment and progress in order to inform the **Provision Map of students** with SEND, EAL, and GAT, planning provision such as: Quality First Teaching strategies, short term interventions, discrete Learning Support (see Fees section of school website), to ensure good progress and improved outcomes for all students.

Gad's Hill also utilises fine-tuned assessments, such as standardised literacy testing and screeners, to explore further the precise gaps in a student's learning and development and/or to clarify what their barriers to learning might be. These assessments are used as a matter of routine practice across all ability levels, to ensure that additional needs are identified and met, regardless of academic performance. This ensures that a student's needs are identified, including those not previously identified elsewhere.

Where the school feels it is necessary, specialist assessments, for example from a speech and language therapist or an educational psychologist, may be required to be commissioned by the parent/guardian.

All phases of the school maintain a **SEND and EAL Register**, which are documents that are regularly reviewed, being formally updated and published each full term. The **Gifted, Able, and Talented Watch List** and **The Vulnerable Student Watch List** for each phase of the school are reviewed yearly. These documents are published on the School Information System (SIS), displayed in the relevant staff room, and the information included as part of core documents which monitor student attainment and progress, to ensure full staff awareness and personalised planning, delivery, and review of provision. Teaching staff review these documents regularly and the Learning Support Coordinator informs staff about key updates.

Referral Routes to Learning Support

At Gad's Hill School, we adopt broad and flexible identification strategies which are realistic, manageable, achievable and regularly reviewed, these include identification through:

1. Part of routine admissions procedures.
2. A result of routine screening, assessment, and tracking of all students' progress through data analysis; including Assessment Meetings and Reports; which form an integral part of the school's cycle of planning, teaching, assessment and monitoring.
3. Teacher referral made to a member of Learning Support Staff, accompanied by relevant evidence, observations, and assessments to help pinpoint concerns.
4. Parental request: Gad's Hill School has an open-door policy in which parental views are welcomed and valued. Parent consultation evenings, parental involvement in school life, comments on termly reports and school questionnaires are all mechanisms by which

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        parents may be able to contribute to the identification of a student with SEND and/or gifted, able or talented student.

5. An externally commissioned Educational Psychologist's, or other relevant medical specialists', assessment report recommendations.
6. Self–referral (Senior School) through our 'open door' policy in Learning Support.

Assessment and referral for Reasonable Classroom Adjustments and Access Arrangements:

The above routes of referral can also identify that the needs of a student, including those with high academic attainment, can be best met through additional **Reasonable Classroom Adjustments** and/or **Access Arrangements**. These ensure that students of all ability levels have the access in place to allow them to achieve their personal full potential, in line with the Equality Act (2010) to make 'reasonable adjustments'.

Reasonable Classroom Adjustments are actions taken to enable a student with SEND to participate in education on the same basis as other students, ensuring students are provided with opportunities and choices that are comparable to those available to students without SEND. Reasonable adjustments are facilitated to enable students with SEND to participate in education on the same basis as other students while balancing the interests of all parties.

Please see **Appendix 1: Word Processor Policy** for details of the school's guideline for the use of word processors/ laptops in the classroom and as exam Access Arrangements.

Please see **Appendix 2: Reasonable Classroom Adjustments** for examples of further classroom adjustments that may be put in place if there is significant need and they are deemed reasonable in the circumstance required.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. The school will ensure that the appropriate body of evidence is collated to reflect the student's need and 'normal way of working' in order to complete successful Form 8 applications to JCQ.

Please see: **AO5 Examination Procedures and Access Arrangements Policy** for full details.

SECTION 3: PROVISION PLANNING
Through the assessing process, barriers to learning and/or the need for further provision may be highlighted. The senior school is working towards the practice that has been introduced in the Junior School: there are **Provision Maps** for each year group, a dynamic document which evidences how the school is strategically targeting support. Students on the SEND & EAL/ GAT Registers have clearly identified outcomes from the information gathered. The Provision Map identifies the additional provision that will be put in place within and, where relevant, beyond the classroom.

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This provision could include strategies such as: specific differentiation in the classroom, alternative homework, targeted interventions, attending a subject clinic, specialist Learning Support. The effectiveness of this provision in ensuring that students achieve their targets is reviewed each full term.

The school is working towards ensuring that all students on the SEND & EAL Register have a **Profile Page** to inform Quality First Teaching. This is a brief document created with a student on the SEND register and provided to all staff to support understanding of student needs and preferences. Teachers can access these on the SIS and they are attached inside the back of student planners. They include:
• Key information about the student.
• A description of the student in their own words (I would like you to know .. this means..).
• Key areas that are difficult for the student, agreed after discussion (I find it difficult to…).
• Practical strategies to support the identified areas of needs (It would help me if you …).
• Agreed strategies and practical solutions for the student (I will help myself by…).
• Any additional Provision the student receives, for example Learning Support, speech and language therapy, CAMHS.
• Access Arrangements such as extra time, a reader/scribe.

Each student on the SEND& EAL Register who receives Level 2 and/or 3 Provision has an **Individual Education Plan**. These plans identify the SMART targets that are being worked towards in that provision, with recommended strategies for in the classroom and at home. These IEPs are reviewed each full term as part of the Provision Map review. Through these processes the school aims to, wherever practical, ensure **student centred provision** where the student is involved in decision making around targets and provision.

Opportunities for staff to engage with development and training around GAT and SEND are actively encouraged (in accordance with guidance from the New Code of Practice 2014). All new teaching staff are inducted into Inclusion and SEND routines. As part each year's cycle of training and development, staff receive training relating to relevant areas of GAT, SEND, and EAL Quality First Teaching and or targeted provision delivery. Training needs of the whole school staff with regard to educational needs are identified and, as far as is practicable, met. Staff share their knowledge of specific learning difficulties, such as speech and language issues, bereavement counselling and dyspraxia; which form part of the ever increasing raft of 'in school' support available to students.

SECTION 4: PROVISION DELIVERY
A Graduated Response to Supporting Educational Needs

Gad's Hill proactively works to provide high-quality learning experiences for all students. The school strives to provide an effective and stimulating learning environment, which is well resourced and the use of ICT is seen in most observed lessons. The school employs specialist subject teachers at both Junior and Senior phases. At KS3 and KS4, classes are streamed according to general ability and there is setting in Maths and English, to support those students who require

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the most support and/or challenge in accessing the curriculum. A wide variety of enhancement opportunities are available, including: clubs, subject clinics, GCSE Grade Boosters, national challenges, visits, residentials, external experts, and, at the Senior phase, Combined Cadet Force (CCF).

For pupils requiring SEND support, the school follows the **Waves of Intervention** approach, in accordance with NASEN (National Association of Special Educational Needs) best practice.
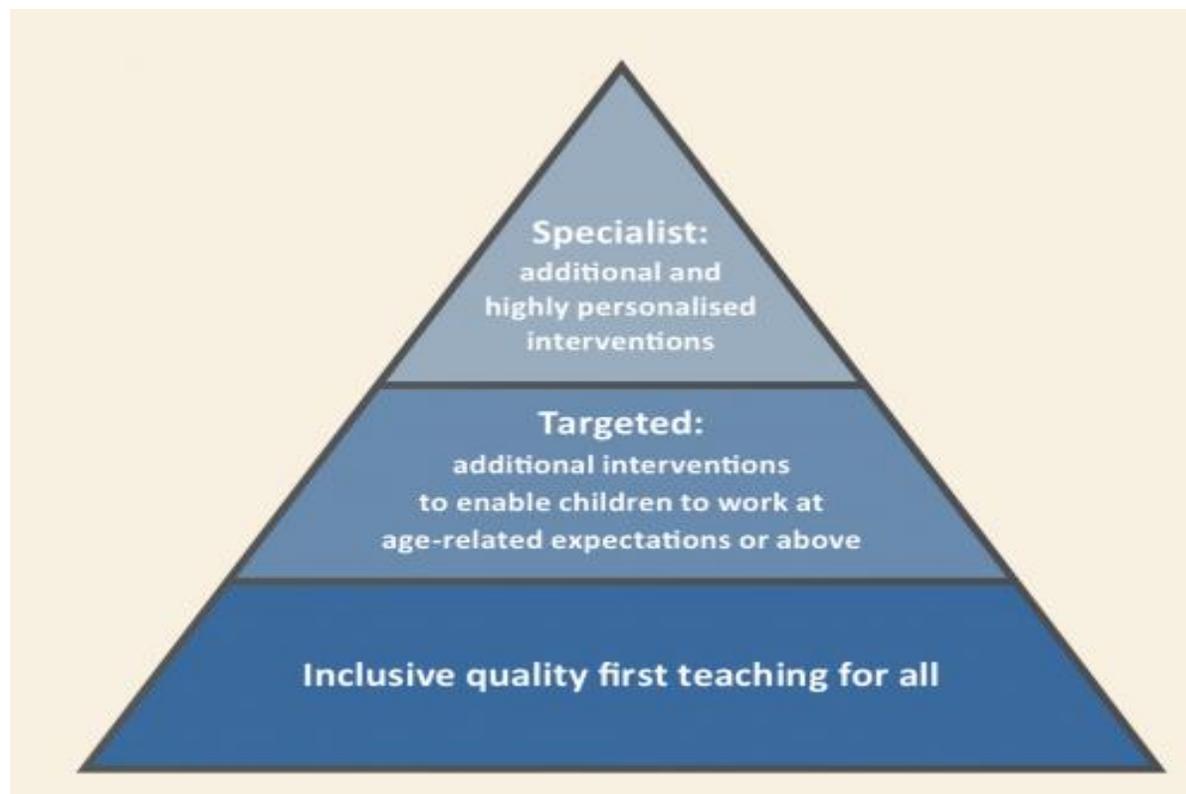
Level 1 : Inclusive Quality First Teaching for all
Gad's Hill prides itself on delivering **Inclusive Quality First Teaching** within the classroom. Once the need for SEND support has been identified, our first step is to ensure that high-quality teaching, differentiated for individual student's specific identified needs, is in place.
Gad's Hill ensures the quality of teaching through reviewing the quality of class and subject teaching, regularly and carefully, for all students; with all staff being observed each term, in addition to targeted curriculum area observations. The school provides quality in-house training to develop teacher's understanding of specific learning difficulties and strategies for quality provision.

Where a pupil is identified as having SEND, the school will enable the pupil to participate, learn and make progress in the classroom through:

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- Ensuring all those who teach and support pupils with SEND have the highest aspirations for them.
- Holding termly Assessment Meetings to agree effective Provision Mapping based on assessment and screening attainment and progress to ensure full staff awareness.
- Profile Pages are used to inform a personalised approach to teaching and learning.
- Reasonable classroom adjustments are used to facilitate learning, including, where relevant, Access Arrangements for assessment.
- Targeted in-class support is sometimes used to enable further opportunities for differentiation within the classroom.
- Considers the views of the student and their parents/ carers through Form Tutors and Parent Consultations.

At Gad's Hill we believe that all children are entitled to an education that will enable them to develop their full potential intellectually, physically, emotionally and socially. We therefore will provide teaching which makes learning challenging and engaging and we will provide opportunities to identify and nurture those who are more able.

Where a student is identified as Gifted, Able or Talented, the school will ensure their enhanced progress through:
- Schemes of work contain differentiation with specific enrichment and extension activities for gifted and talented pupils.
- Provision for exceptionally able learners who may, for example, wish to sit a subject early at GCSE, or study for an additional GCSE.
- Beyond the classroom there are many activities which benefit all pupils but which also aim to extend those who are gifted and talented. There are, for example, artistic, music and sporting activities, along with grade-booster sessions and a challenge club to develop thinking skills in the Junior School, as well as many others.
- The school will encourage and be supportive of talented students who show expertise in activities outside of school, by allowing time away to help foster their talent.

Level 2 Targeted Group/Time Limited Interventions
Whilst the class teacher remains directly responsible for all students in their class, providing Quality First Teaching, at Level 2 specific, additional, targeted interventions are provided for some students who are falling behind the age expected level. Specific, timed, measured programmes of intervention target needs as a response to individual needs, either on a small group basis or on 1:1. Parents are informed and consent to Level 2 Provision; where relevant, fees are charged in line with the school's fees page on the website.

Provision may target:
- Lower age knowledge and skills development.
- Revisiting of previous learning.
- Consolidation of topics covered in class to ensure understanding/ support retainment.

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- EAL induction.
- Personal, social, and/or emotional skills development.

These interventions can take the form of:
- A series of brief, precision teaching, interventions.
- Specific interventions, such as: Read Write Inc Fresh Start, Lego Therapy, Clever Fingers, Starving the Anxiety Gremlin.
- 6 week 1:1 lesson provision blocks.
- Small group interventions targeted at a group of students with similar needs.

These structured approaches are designed to boost progress and reduce gaps between student achievement and age expected attainment.

Level 3 Specialist 1:1 Interventions
Gad's Hill provides Level 3 specialist provision to students who either require a high level of additional support/specialised provision in order to address their needs or to accelerate progress. Students receive highly personalised provision from well qualified Learning Support and/or subject specialist teachers. Parents are informed and consent to Level 3 provision; with fees being charged in line with the school's fees page on the website.

Personalised Learning Programmes are created for a small number of pupils who require the most intensive support, with specific outcomes and success criteria. Support is wholly personalised and linked to the classroom curriculum. Programmes are designed in collaboration with students, parents, Form and Class teachers, and the Learning Support Coordinator. Students requiring this level of support present complex needs sometimes requiring external specialist support.

SECTION 5: REVIEW
Gad's Hill regularly and carefully monitors and evaluates the quality of provision offered to all students. Student, parent and staff views are sought. Teachers continually review students' progress, formally and informally. Book scrutiny, observations, audits, Curriculum Group Meetings, staff appraisal and departmental reviews form part of the regular routines within the whole school. Provision Mapping plays an important role in monitoring and evaluation of intervention and ensures outcomes are good for pupils with SEND, EAL, and GAT students.

Formal progress assessments and **Assessment Meetings** occur each full term to ensure that the attainment and progress of all students is measured, monitored, and reviewed. The **Provision Map** is used to review the effectiveness of intervention and is central to providing a holistic view of support. If a provision, including reasonable classroom adjustments and/or access arrangements, is not having effective impact it may be removed, modified, or replaced to better address needs and ensure progress. If a student is not making use of provision, such as through absence, non-engagement, or not meeting agreed terms (such as with the Word Processor Policy); then the school may remove the provision. From the Assessment Meetings, new Provision Maps are created

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to ensure that there are clear targets, with provision in place, to support and challenge all those students who are performing below their age appropriate/ GAT abilities.

For those students receiving discrete Learning Support Provision, student progress towards meeting planned outcomes on their **Individual Education Plan (IEP)**, linked to the Provision Map, is also reviewed once a term, which then feeds directly into the next planning phase of the graduated approach.

An IEP Review considers:
- Has the child achieved the agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Are the skills acquired through targeted support transferred back into class work?
- How have the student and parents responded to targeted provision?
- What are the views of the student, parents, and staff?
- How will the outcomes of this review feed back into the analysis of students' needs?
- What changes to support, provision and targets are needed?

An IEP review will include reviewing if a student is now working at an age appropriate level and it is appropriate for them to exit discrete Learning Support. This will be in response to the Review process of the Graduated Approach where the progress of the students will be discussed between the class teacher, Learning Support Coordinator, student and parent. When all agree that the student no longer requires the extra support with their learning, discrete Learning Support will cease.

SECTION 6: EDUCATIONAL HEALTH CARE PLAN (EHCP)
Some students will have a higher level of need and therefore have difficulty progressing with SEN support, thus requiring a higher level of support. For these students the local authority will carry out a Statutory Assessment and through this process decide if the student requires an Educational Health Care Plan. The Educational Health Care Plan (EHCP) which brings together their health and social care needs, as well as the special educational provision would be followed in line with the SEND Code of Practice 0-25 (2014).

Parents may choose to educate their child with an EHCP at Gad's Hill at their own expense, but it should be made clear that inclusion of their child must be compatible with the efficient education of the other children at Gad's Hill. Any prospective pupil with an EHCP should have a meeting with the Learning Support Coordinator to discuss their child's requirements with us before he or she undergoes any entrance assessments, so that we can make adequate provision for him/her and give advice on the levels of support we can offer.

The LEA must also be satisfied that the School is able to make special educational provision that meets the child's needs before they are relieved of their duty to arrange provision in an appropriate school. Parents will therefore need to inform the LEA of the provision that they have opted for and the LEA still has a duty to maintain the child's EHCP and to review it annually.

A student with an EHCP will have their progress and support outlined in their plan which will be reviewed annually with relevant agencies and the Local Education Authority. A report will be written to reflect the success and needs of the child and targets set for the next year. EHCP reviews will be coordinated by the Learning Support Coordinator and copies of current EHCPs are made available to all teaching staff at the school.

The process of planning graduated provision for a student with an EHCP is firmly rooted in the graduated approach, the difference being that the needs of these students are likely to be more complex and the approach to meeting these needs will be even more personalised and individualised. Crucially, provision will be organised around the planned outcomes written in the student's EHCP.

When planning provision for students with EHCP, the school ensures that:
- All staff working with students have read and understood the EHCP and any specialist reports.
- A clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice.
- Targeted provision that addresses the student's needs is planned, with agreed outcomes and review points in the Provision Map.
- Any additional training for teachers and support staff is arranged.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed, including as part of formal termly Assessment Meetings.
- The Learning Support Coordinator monitors progress at least once a term with the relevant staff, parents/carers and students, through the review of their Individual Education Plan.

Where a local authority indicates hours of additional (teaching assistant/specialist teacher) support on the EHCP, the school focuses first on the agreed outcomes being sought and then on how the 'allocated hours' can be used to meet the agreed outcomes.

When students are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Liaison with the SENDCo of the next education provider will ensure that arrangements are in place to support students at the time of transfer.

SECTION 7:
SUPPORTING STUDENTS WITH MEDICAL CONDITIONS/ PHYSICAL DISABILITY
Gad's Hill prides itself on ensuring the safety and wellbeing of all students. As such, the school has a dedicated member of staff responsible for ensuring the policies and practices are in place to ensure student wellbeing. In addition, the school strives to have all staff first aid trained, with there being weekly published on call first aid lists, so that any medical needs can be quickly and appropriately met.

Please see: **S9 Medical Treatments and First Aid Policy**

Medical needs are managed in accordance with the guidelines in the SEND Code of Practice 0-25 (2014). If a child has a particular medical need then a Care Plan will be put in place which is agreed between parents/carers and staff. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

The school recognises that students with medical conditions and/or disability should be fully supported so they have full access to education, including school trips and physical education.

Please see: **S15 School Visits Policy and Procedures.**

<u>Accessibility</u>

The EYFS and Junior School phases of Gad's Hill are located in an accessible modern building. The Senior School has a lay-out which consists of separate historic (including listed) buildings of several stories without lifts. The Senior School has classrooms for each subject, based on having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts.

Parents and guardians of disabled pupils and pupils themselves are encouraged to visit the School's site and discuss with staff any potential concerns regarding accessibility and possible solutions prior to admission.

SECTION 8: MENTAL HEALTH & WELLBEING

Gad's Hill aims to promote positive mental health and wellbeing for our whole school community and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that students' mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All students go through ups and downs through their school career/life and some face significant life events. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can potentially have an enormous impact on their quality of life, relationships and academic achievement.

Gad's Hill prides itself on being an exemplar of The Department for Education (DfE) guideline that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". At Gad's Hill students can experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for managing stress, overcoming adversity, and building resilience. We help students to develop an awareness of what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:
- All students are valued.
- Students have a sense of belonging and feel safe.

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- Students feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated. Please see: **S2 Anti-bullying Policy.**

Definition of Mental Health and Wellbeing

Mental Health is " a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". (World Health Organisation)

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to
- Feel confident in themselves.
- Be able to express a range of emotions appropriately.
- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.
- Learn and achieve.

Promoting Positive Mental Health and Wellbeing

Gad's Hill takes a whole school approach to promoting positive mental health that aims to help students become more resilient, be happy and successful and prevent problems before they arise.

To protect and promote positive mental health, Gad's Hill:
- Has values, policies and behaviours that support mental health and resilience.
- Organises whole school activities to promote positive mental health.
- Holds regular Wellbeing Days to encourage all-round wellbeing, in line with the wellbeing wheel model.
- Helps students to be resilient learners.
- Teaches students social and emotional skills and an awareness of mental health.
- Provides advice and support to staff and organises training and updates.
- Keeps staff up to date with information about what support is available.
- Has displays promoting mental health awareness, wellbeing, and resilience.
- Provide a safe environment to enable pupils to express themselves and be listened to.
- Ensures students are clear on the range of staff they can access support from, including tutors and Learning Support.
- Ensures early identification of students who have mental health needs.
- Provides a Graduated Response to provision for students with mental health concerns, including Emotional Literacy.
- Makes referrals, where relevant, to external services.

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Identifying Mental Health Concerns

At Gad's Hill ensuring the welfare and safety of all students is paramount. Staff promote positive mental health, with an understanding of protective and risk factors for mental health. Some students will require additional help and all staff have the skills to look out for any early warning signs of mental health problems and ensure that students with mental health needs get early intervention and the support they need.

These signs might include:
- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Lowering academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- Non-compliant and/or disruptive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.

If there is a concern that a student is in danger of immediate harm then the school's child protection procedures are followed, please see: **S4 Safeguarding Policy**. If there is a medical emergency then the school's procedures for medical emergencies are followed.

Students with Mental Health Concerns can be referred through any of the routes outlined in: **Referral Routes to Learning Support** (Pg.8). This will feed into Provision Mapping and a Graduated Response to provision to ensure student wellbeing and progress.

We recognise how important it is that staff are calm, supportive and non-judgemental to students who disclose a concern about themselves or a friend. The emotional and physical safety of students is paramount and staff listen rather than advice. Staff are clear to students that the concern will be shared, where relevant, with the Learning Support Coordinator/ Designated Safeguarding Lead (DSL) and recorded in order to provide appropriate support. Where the mental health concern is significant, students will be added to the **Vulnerable Student Watch List**.

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning, than the majority of those of the same age. In some cases the child may benefit from being identified as having a Special Educational Need (SEND) and be entered on the **SEND& EAL Register.**

For support on specific mental health needs
Anxiety UK www.anxietyuk.org.uk   OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk
www.selfharm.co.uk

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Suicidal thoughts [Prevention of young suicide UK – PAPYRUS](www.papyrus-uk.org): www.papyrus-uk.org

For general information and support
www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning)
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health

SECTION 9: COMPLAINTS

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the form tutor/relevant subject teacher and then the Learning Support Coordinator.

If the concern continues this should be referred to the Head Teacher, who will aim to resolve the matter and can advise on formal procedures for complaint.

Staff Responsible: JH
Policy adopted: December 2017
Policy review: December 2019
Governor Responsible: Rosnah Hassell

APPENDIX 1: WORD PROCESSOR POLICY

This policy on the use of **word processors** in class, assessments and examinations is reviewed and updated annually in response to the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations (ICE).

Principles for using a word processor
Students with access to word processors are allowed to do so in order to remove barriers for students with SEND which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The need for this provision may be identified via a range of routes of identification, such as: routine screening and assessment procedures, Educational Psychologist Assessment Report recommendations, teacher referral. Where it is clear that a word processor will remove a significant barrier that provides a substantial disadvantage, then the use of a laptop in lessons, and a word processor in exams will be allocated. These disadvantages may include significant difficulties with presentation and/or speed of output in any written form, including diagrams. Students will not be awarded this access arrangement if it is only a preferred way of working, clear evidence of need must be present.

Parent and Student Laptop in School use agreement:
In order for a student to use a laptop as their 'normal way of working' in school, students and parents agree to:
- Provide a laptop that is fit for purpose
- No inappropriate content is on the laptop
- A student only uses the laptop to remove barriers to learning in the lessons where this is relevant
- The student only uses the laptop in class for the specified task
- Each day the student prints off their work from the day and sticks it into their subject books. This can be done at nightly homework club, or at home.

If students are unable to meet the term of the agreement, the school will review the use of a laptop as to whether it is an effective provision for that student, or in fact adds to barriers to learning. In the case of the latter, the provision would be removed; unless a Form 8 approval has already been granted by JQC, or its use is stipulated on an EHCP.

For assessments and examinations the school will provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off). The school will provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

Gad's Hill School complies with JCQ regulations for word processor Access Arrangements for examinations by ensuring that:
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

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- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  in the classroom; and/or Learning Support, and/or in internal school tests and mock examinations.
- The use of a word processor is usually agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Students may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our students, the need for the use of a word processor is considered on a subject-by-subject basis.

The school will ensure that that JCQ and ICE guidelines are met by ensuring that:
- word processors are in good working order at the time of the examination are to be used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- an unauthorised memory stick is not permitted for use by a candidate
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- each page is appropriately numbered.

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- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals and/or 'autosave' has been set up
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are attached to any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- **In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.**

APPENDIX 2: REASONABLE CLASSROOM ADJUSTMENTS

Gad's Hill will provide **Reasonable Classroom Adjustments** where there is significant need and the adjustment is reasonable, practical, and cost effective. The list below highlights some adjustments which may be appropriate to a student, dependent on need and circumstance.

Presentation adjustments allow student to:
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Access to a kindle for reading text in a more accessible format.
- Have hand outs printed on coloured paper/the use of an overlay.
- Have a designated reader.
- Hear instructions orally.
- Record a lesson, instead of taking notes.
- Be given an outline of a lesson/ hand outs of key information.
- Avoid copying from a board.
- Use visual presentations of verbal material, such as word webs and visual organizers.
- Be given a written list of instructions.

Response accommodations allow a student to:
- Give responses in a form (oral or written) that's easier for them.
- Dictate answers to a scribe.
- Capture responses on an audio recorder.
- Use a spelling dictionary or electronic spell-checker.
- Use a word processor to type notes or give responses in class.
- Use a calculator or table of "math facts".

Setting accommodations allow a student to:
- Work or take a test in a different setting, such as a quiet room with few distractions.
- Sit where they learns best (for example, near the teacher).
- Use sensory tools to support focus.

Timing accommodations allow a student to:
- Take more time to complete a task or a test.
- Have extra time to process oral information and directions.
- Take frequent breaks, such as after completing a task.

Scheduling accommodations allow a student to:
- Take more time to complete a project.
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order.
- Take a test at a specific time of day.

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Organization skills accommodations allow a student to:
- Use an alarm to help with time management.
- Mark texts with a highlighter.
- Have help coordinating assignments in a book or planner.
- Receive study skills instruction.

Assignment modifications allow a student to:
- Complete fewer or different homework problems than peers.
- Write shorter papers.
- Answer fewer or different test questions.
- Create alternate projects or assignments.

Curriculum modifications allow a student to:
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions).
- Get graded or assessed using a different standard than the one for classmates.
- Be excused from particular projects.
- Repeat a year of schooling.

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