



**RENDCOMB  
COLLEGE**  
NURSERY • JUNIOR • SENIOR

# **Learning Development Departmental Policy and Handbook**

**Monitoring:**  
SENDCO

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## **I. Policy Statement**

'A 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', *SEN Code of Practice, 2014*

### **Objectives**

I.1 To apply a whole school policy to meet each child's needs following the guidelines in the *Code of Practice. DfES, 2014*

I.2 To identify, at the earliest opportunity any child, gifted or less able, who may have a learning difficulty in line with the *Children's Act 2015*, using the Early Help Graduated Pathway and the 'Assess, Plan, Do, Review' process.

I.3 To ensure that no pupil is discriminated against, in any area of school life, on the basis of his/her learning difficulty or disability. To adhere to the Autism Act 2009 and National Strategy for Autistic Children 21<sup>st</sup> July 2021.

I.4 To maintain a Special Educational Needs Register on iSAMs under 'SEN Report' and update it at least each term.

I.5 To ensure that all children identified as having a difficulty have been assessed by the school or through referral to outside specialists.

I.6 On the basis of formal and informal assessment, to plan and implement an appropriate My Profile, My Plan and My Plan Plus if necessary, using multi-sensory teaching methods and a wide variety of resources, teachers and Teaching Assistants to meet individual needs.

I.7 To ensure that all relevant staff are aware of each child's needs and are able to play a part in target setting alongside the Learning Development Department.

I.8 To provide pastoral care and support for children with learning difficulties so that they develop in all areas and build a strong sense of self-esteem using ELSA qualified practitioners.

I.9 To involve children in decision-making, evidenced on the My Profile, My Plan or My Plan Plus.

Having a learning difficulty/disability should *not* be a barrier to achievement. Indeed, some of our best academic results can be achieved by pupils who have a learning difficulty.

The Learning Development Department at Rendcomb offers support for those pupils who have a learning difficulty and/or disability (SEND). The Department aims to offer such pupils the appropriate support tailored to their individual needs so that they have the opportunity to achieve their full potential.

In line with the Early Help Graduated Pathway, assessments can be carried out with parental consent. Full Diagnostic Assessments are available by qualified AMBDA Specialist Teachers within the department. Further assessments can be sourced from Aspire Psychologists and the Oxford ADHD and Autism Centre.

Pupils with a learning difficulty are included on the school SEN Register found under school lists on iSAMs. This includes pupils from Nursery to Y13.

The Learning Development Department has three specialist SEN teaching staff who liaise with all teachers regarding the specific need of each of the students on the register and monitor their progress throughout the year. There is one specialist teaching assistant and several child-specific teaching assistants. Provision is overseen by the College SENDCO and training for staff takes place during INSET, online via Microsoft Teams and through training videos available on the Learning Development Department area on Microsoft Teams.

Within the Senior School, My Plans will be made available to all staff who teach students on the SEN Register. They are also available on Firefly where they are updated regularly. My Plans have been created to equip each teacher with strategies for supporting the individual needs of each student and to help with target setting. Junior School My Plans are created by the Whole College SENDCO for pupils receiving individual Learning Support lessons, whilst My Plans for short term interventions are created by Mrs Burnip, the specialist TA, to document progress.

Across the college, targets for English and Mathematics are used for sharing of good practice within subjects. Teachers are held responsible for the progress of SEND pupils within their subjects in accordance with the Code of Practice 2015 and Children and Families Act 2014.

Provision may include some in-class support as well as individual or group sessions focussing on literacy, numeracy, study/organisational skills, and assistive technology.

Addressing individual learning needs is the key to a student's success. This policy seeks to inform teaching and learning throughout the School as well as seeking to ensure that provision for children with special educational needs is made. In accordance with the Gloucestershire Pathway and Local Offer, Rendcomb uses the 'Graduated Approach': Assess, Plan, Do Review using My Profile, My Plans and My Plan Plus which can lead to an Education, Health and Care Plan in liaison with the local authority.

Provision is a matter for the School's Governors, Headmaster, SENDCO, and all other members of the Common Room.

## **2. The School in Context**

Rendcomb is an independent day and boarding school for pupils aged from 3-18 years. Entry to the School is through the Rendcomb College Entrance Examinations, Common Entrance, Scholarship or Public Examinations. The School's curriculum is suited to the needs of the average and more able pupil, but among the School population there is representation of mild/moderate specific learning difficulties, mild/moderate dyslexia, mild/moderate dyspraxia, low-level attention deficit hyperactive disorder and some mild communication and interaction difficulties such as Autism. There are pupils on roll with co-morbid difficulties and some rare complex needs such as stroke or brain injury. As a school, we are committed to offering a curriculum that can meet the individual needs of all its pupils, including those with special educational needs as defined in *The Code of Practice for SEN, 2014*:

*“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”*

## **3. Admission Arrangements**

The method of selection for admission to Rendcomb College varies according to age (see the School's Admissions Policy), and is designed foremost to assess the pupil's potential to flourish within the school's academic programme. Treating all pupils as individuals is important to the school and it welcomes students with a specific learning difficulty or special educational need, provided that their needs can be met by the making of *reasonable adjustments* and that their admission is compatible with:

- The provision of efficient education for the pupils with whom they will be educated;
- The efficient use of resources.

Should any pupil have an identified specific learning difficulty or special educational need, parents are expected to provide any relevant reports e.g. educational psychologist reports or medical reports, when making application for admission. Rendcomb College reserves the right to withdraw a place if available Educational Psychologist reports have been withheld at the time of entry and needs cannot be met.

Before students undergo the usual assessment procedure for their age, their parents are urged to talk to the Admissions Registrar well in advance about any special Access Arrangements, such as extra time. Assessments for Access Arrangements, must be done by Rendcomb's Specialist Assessor Cheryl Hossle in accordance with the current rules of the Joint Council for Qualifications. An Educational Psychologist's report may advise, but cannot be used for GCSE and A level applications for Access Arrangements. Medical

evidence should not suggest educational arrangements and arrangements given must reflect the pupil's 'usual way of working' (*JCQ Access Arrangements 2021*). The SENDCO will make appropriate judgements on arrangements according to her assessments and the student's 'usual way of working' within school and these judgements may differ from those specified by external agencies but will be in line with JCQ regulations.

#### **4. Disabled Students**

Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning will aim to include students with disabilities. This is monitored by the SENDCO, with specific responsibility for learning being held by subject teachers in accordance with the *Code of Practice 2015* and *CFA 2014*.

Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert agencies.

This SEND policy works in synergy with the School's Disability Accessibility Policy. For some students it may be necessary to create a Risk Assessment. Individual Risk Assessments are in place for some pupils with SEN who go out on trips, or who need further care due to their disability within the boarding houses.

Parents are urged to discuss with the Admissions Officer any reasonable adjustments that would need to be put in place well in advance of application for a place in the school.

#### **5. Pupils with Statements or EHC Plan**

Rendcomb College will comply with the requirement to conduct Annual Reviews of EHC Plans in conjunction with LEA advisors, for all students with an LEA EHC Plans. Rendcomb College will collate documentation necessary in order to create a 'My Plan' or 'My Plan Plus' but will reserve the right to charge for administrative and assessment costs. Extra costs may be incurred should the LEA wish for extra meetings in addition to the Annual Review in order maintain the EHCP. EHCP costs are stated on the Learning Development fee sheet, which is available to parents.

Applications for new EHC Plans can be made at the discretion of the SENDCO. The first £6k of funding for the EHCP is not available to independent schools within Gloucestershire by the LEA and this cost must be met by parents. This is stated on the fee information for parents.

#### **6. Identification Procedure**

In line with paragraph 5.11. *The Code of Practice for SEN 2014* we do not regard identification of need as a single event but rather a continuing process.

The Admissions Officer liaises with the Learning Development Department and informs it of any learning difficulties of new pupils. The entrance examinations are used to highlight

any difficulties which may not have been declared on the Admissions form. Students are interviewed by the Headmaster as part of the Admissions process and the SENDCO will be involved in the interview, where it is perceived from reports that need should be assessed. The SENDCO will advise as to whether needs can be met with *reasonable adjustments and QTF*.

Some students enter the School with an identification of need already having been made by an Educational Psychologist or another professional, but the School has in place a number of trigger points at which the identification of a specific learning difficulty might be highlighted with screening assessments administered in Y2, Y7, Y9, Y12 and new starters.

Some pupils' previous school reports highlight areas of strengths and weakness and state if pupils have received extra support. A transfer report from the Junior School has been introduced and this has helped in the smooth transition from Rendcomb Juniors to Rendcomb Seniors. All these reports provide Rendcomb College with a useful background history. The SENDCO monitors all pupils with additional needs from the Jnr School, which benefits the transition to senior school.

During the Michaelmas Term, screening tests are administered for new pupils entering Y2 -Y13. GL assessment tests such as Dyslexia Screener and Lucid Exact are used. Baseline screening tests in reading comprehension, spelling and writing speed, are carried out in the first half of the Michaelmas Term for new students from Y7-13. Further diagnostic testing can be provided if necessary, after contact with parents, should concerns be raised. Some pupils are placed upon a monitoring list, and are regularly viewed at Academic Reviews.

Lucid Exact tests are also conducted in the Michaelmas Term for year 7 and 12 and new starters. These serve to give further information about all pupils and this is referred to the Learning Development Department as required.

The SENDCO meets with the Deputy Head Academic and Heads of Key Stage after each series of School exams and discusses which students should be referred to the Learning Support Department. The SENDCO meets with the Head of Juniors to arrange testing, should class teachers raise concerns via the 'Pupil Concern' meetings, or via a 'Pupil Concern Form'.

Any member of staff at Rendcomb College may refer a pupil to the SENDCO via the 'Pupil Concern Form', if they consider a student is having difficulties within their classes. The SENDCO will collect information from other subject teachers. The Specialist Assessor or LD teachers will assess the student by administering a diagnostic test, along with an interview with the student to ascertain the student's views on his or her strengths and weaknesses. If extra lessons with the Learning Support department are recommended, an email is sent to the parents outlining the concerns and asking them to return a form of agreement to extra lessons. Should specific difficulties arise, the student's name is then added to the school's register of special educational needs.

- The Houseparent can make a referral if a concern is highlighted;
- A student or their parents may request intervention from the Learning Development Department;
- A member of the Learning Development Department conducts a screening test for specific learning difficulties on all students who are referred to the Department for any intervention;
- The SENDCO contacts the parents of all students who are referred to the Department and keeps them informed of the results of any screening or interventions that have been put in place. The SENDCO recommends for parents to arrange a full assessment by an Educational Psychologist or Specialist Teacher within school, if it is felt that there are indications of a specific learning disability or special educational need.

## **7. Provision**

Provision for pupils with a specific learning difficulty or special educational need is a matter for the School as a whole. All members of staff have important day-to-day responsibilities and are expected to be aware of the learning needs of all the students that they teach and to take reasonable steps to address each pupil's need. Scaffolding and differentiation may be necessary and teachers are expected to adjust teaching methods appropriately. Teachers are responsible for the progress of all pupils in accordance with the *Code of Practice 2014*. Teachers may need advice and are able to contact the Learning Development Department at any time.

All students with an identified specific learning difficulty or special educational need and those who have received support from the Learning Support Department are listed on the Learning Support Register on iSAMs, which is regularly updated. Information relating to the specific learning difficulty or special educational need and the support given is recorded on each pupil's information page on iSAMs. My Plans and My Plan Plus can be found on Firefly which is updated regularly by teachers, tutors and the Learning Development Department. All teachers are expected to refer to the relevant database information and My Plans, in order to keep fully informed of the pupil's needs and the recommendations for support that have been made. Teachers should identify, in their mark books, the students who are on the Learning Support Register and note the nature of each pupil's learning difficulty. Shared English and Mathematics targets are reviewed within departments each term and updated on the My Plans. Tutors update Approach to Learning targets and SEMH targets if necessary. The Boxall Profile will be completed in order to create specific plans for SEMH difficulties.

## **8. Policy for Testing New Pupils**

Year 7: Pupils will be tested in the first three weeks of the Michaelmas term to ascertain their reading / spelling ages and writing speed. The pupils will then be put into one of three categories:

- No need for action – results average or above average for both spelling and reading;
- Monitor progress in English lessons – results show a slight weakness in one or all areas of the tests;
- Email to parents suggesting further assessments and possible intervention.

### 8.1 Assessment for EAL:

Owing to the increased liaison between the Admissions Officer and new pupils' previous schools and the admission tests used, it is felt there is no need to test EAL pupils. The Admissions Officer organises an interview with the SENDCO for pupils receiving Learning Support lessons at their previous school.

EAL students will be referred to the department via the Head of EAL.

### 8.2 Assessment Material: (Appendix 1)

- NFER reading tests
- Youngs Parallel spelling test for pupils in form 1
- NFER – computer based dyslexia diagnostic
- Colour overlay screener – computer diagnostic
- TOWRE 2
- CTOPP 2
- TOMAL 2
- WRIT
- WRAT
- Allcock Writing Speed Test PATOSS
- Lucid LASS
- Lucid Exact – Comprehensive Literacy Assessment for New Starters
- Hodder Reading Test
- Word-chains
- PHAB test
- BPVS
- British Symbol Digit Modalities
- Beery Visual-Motor Integration Test
- Ravens

## 9. Intervention

We aim to provide a graduated response to match each pupil's level of need. At each stage students are encouraged to take an active role in managing their learning difficulties and parents are kept fully informed of the actions and interventions at all stages, either by email or telephone contact, or by arranged meetings: a copy of the information given is sent to the pupil's tutor and houseparent.

These forms of intervention could be:

- Additional intervention by the teacher within the context of day-to-day classroom teaching;
- Longer-term 1:1 support with a focus on clearly defined learning difficulties. (This is payable as an extra by parents);
- Study skills sessions, as a result of poor exam performance;
- Some in-class (subject) support to assist the students accessing the subject curriculum with practical group work.
- Small group interventions.
- Assistive Technology lessons.
- Overlearning programmes for English and Mathematics
- Collaborative learning opportunities via Microsoft Teams and OneNote.
- Social Skills lessons as 1:1 or within Activities such as Chill, Chat and Chew; Dig, Debate, Develop Clubs

Parents have the overall responsibility for taking decisions about the management of their child's difficulties.

Parents who would prefer to have a formal assessment with an outside agency instead of using the School assessors can make their own arrangements, but must ensure that the School is given copies of all advice and reports received. They must note that outside reports cannot be used as evidence for Access Arrangements as these must be done within the examination centre by the designated School assessor.

Parents may opt for additional support outside the School, provided that the teaching is at times that fit with the remainder of the curriculum timetable and community life of the School.

## **10. Guidelines for Coordinating and Monitoring Learning Support**

The SENDCO is responsible for overseeing the learning support arrangements in the School and class teachers within each Key Stage are responsible for monitoring the progress and needs of students with a specific learning difficulty or special educational need. They in turn feed-back their results to the Heads of Key Stage and SENDCO.

The SENDCO is responsible for:

- Maintaining the SEN Register on iSAMs;
- Maintaining information on the School database relating to the learning support received and identified needs of students on the SEN Register;
- Liaising with subject staff about students on the SEN Register;
- The day-to-day management of learning support and SEND provision;
- Contributing to the School's INSET carousels.
- Updating staff on any changes made to L/Development provision for students;
- Overseeing any additional teaching support required;

- Identifying students with possible learning difficulties and advising parents how to seek further professional assessment;
- Organising annual reviews for students with their Specialist Learning Development Teacher;
- Liaising with the Deputy Head Academic and Heads of Key Stage to monitor progress of pupils and to identify those in need of learning support using CEM, MIDYis /ALIS data;
- Liaising with the Admissions Officer regarding applicants who have Educational Psychologist recommendations or Local Authority Statements of Special Educational Need or EHC Plans;
- Liaising with the School's Examinations Officer to provide information relating to the access arrangements required for students external examinations;
- Liaising with external agencies and educational psychologists, as required;
- Reviewing students on the SEN Register with House-parents;
- Contributing to the Academic Committee meetings and The Head of Department meetings;
- Reporting annually to the Deputy Head Academic as part of the audit process, to review all Learning Support and SEND provision.

## **11. Exam Dispensation**

Handwriting speed and reading comprehension tests will be administered by the English department in the Lent Term of Year 9. This will highlight pupils who are not already on the Register of Pupils with Learning Differences, who may require extra time in public exams. If it is felt that a pupil may perform more competently in their public exams with extra time, then the SENDCO is informed who will ensure that pupil's parents are contacted. They can either organise an Educational Psychologist's assessment or pay for a full assessment by the Learning Support Specialist Teacher who is qualified to complete Diagnostic Assessments for Access Arrangements.

Where an Educational Psychologist recommends that dispensation is applied for, the SENDCO will also use the centre Specialist Assessor to assess the needs of the individual to confirm whether provision is in line with the guidelines of the Joint Council for Qualifications and complete a Form 8, so that the school Examinations Officer at Rendcomb College will apply for the dispensation.

Close collaboration is needed between the Examination Officer and the SENDCO. The exam requirements of students are on ISAMs and this allows the Examination Officer to print off desk labels, lists and double check arrangements.

Copies of the recommendations of these assessment reports are kept online on the T:Drive under Learning Development Access Arrangements. Evidence is on file within the Learning Development Department.

## **12. SEN Register: (Appendix)**

All students with a Specific Learning Difficulty should be registered and the register is to be kept in iSAMs with access available to all staff. This register is regularly up-dated each term. The register indicates each pupil's main areas of weakness or a Specific Learning Difficulty, receiving extra tuition from the Learning Development department and whether they have exam dispensation. Teachers are expected to indicate in their mark books which pupils have Specific Learning Difficulties.

## **13. Administration of Learning Support lessons**

Most students on the SEN register at KS3 do one foreign language. Dyslexia makes it difficult for them to access two modern foreign languages. Learning Development can pick up one or two of these lessons and the third is a study or an instrumental lesson. KS4 students will use one of their Learning Development lessons to have an extended Learning Development lesson, so that it doesn't interfere with their GCSEs. Where this is not possible, a rota is used for students to come out of alternative academic lessons. KS5 pupils are able to book in for mentor sessions for proof-reading, planning essays or generalised support with reading around subjects.

## **14. Learning Development and accessing Foreign Languages**

For some pupils, it is felt that studying two foreign languages present too great a demand and can cause unnecessary distress. These pupils tend to be pupils who have been diagnosed with dyslexia and have specific problems with spelling and the learning of spellings in English.

If a pupil is to study one foreign language, it is a decision made by consultation between the SENDCO, Deputy Head Academic, the parents, the pupil, the tutor and the teacher of the foreign language to be 'dropped'. The final decision rests with the Deputy Head Academic.

It should be noted that from 2016, just one university will require a GCSE in a foreign language.

## **15. The Role of the Teaching Staff**

"All teachers are teachers of children with special educational needs" *The Code of Practice for SEN (2014)*

15.1 Teachers should:

- Identify in their mark books, all students on the Learning Support Register and make a note of their specific learning difficulty or special educational need. Teachers should read the student My Profile on iSAMs SEN Report, My Plan or

My Plan Plus and make reasonable adjustments and provision within the classroom setting.

- Ensure that they have up-to-date knowledge of the implications of the specific learning difficulty or special educational need of students on the SEN Register and implement the appropriate recommended strategies in their classroom teaching, using the My Plan recommendations, resources and literature available on Firefly in the common room, or on request from the SENDCO.
- In the main, the specific learning difficulties identified are: Dyslexia, Dyspraxia and Asperger's Syndrome.

## **16. The Role of the Governing Body**

The Governing Body's arrangements for coordinating Learning Support and SEN provision follow *Equality and Discrimination Act 2010*, modifying its suggested Code of Practice to reflect the differences in governance between maintained and academic selective independent schools. The Governing Body is also aware of the *Children and Families Act 2014* and the responsibility for SEND pupils lying with both subject teachers and SENDCO. The Governing Body holds due regard for the *Code of Practice 2015*.

The Governing Body asks one Governor to take particular interest in Learning Support and SEND issues and to arrange an annual meeting with the relevant staff to review Learning Support and SEND provision. This Governor (Imogen Ormerod) will report back to the Board through the Education and Personnel Committee.

The Governor should ensure that:

- They are fully apprised of the developing and monitoring of the School's Learning Support and SEND policy.
- All Governors, especially any with SEND responsibility, are up-to-date and knowledgeable about the School's SEND provision.
- SEN and Learning Support provision are part of the School's development plan.

## **17. Liaison with Parents**

- Parents receive a full written report from the Learning Development department at the end of each term, as well as an Annual Review meeting with the SEN teacher. Reviews are also done at every Parents' Evening with either the tutor or SEN teacher. A My Plan is made available for parents and this must be discussed with the subject teacher at the Parent/Teacher meetings. Parents are entitled to meetings three times per year to discuss individual needs of their child. These meetings consist of one meeting with the SEN teacher and two further termly reviews with tutors. Meetings can be arranged outside of this allocation.

- A Parent-Teacher meeting is held once a year for each whole year group and the SEN teachers are available shortly before these meetings for consultation.
- Parents are given the Learning Development department e-mail address of the SENDCO to help keep the channels of communication open.
- New parents are given the opportunity to meet the SENDCO, when their son/daughter first visit the school and subsequent meetings are arranged if it is felt necessary. The SENDCO also attends the New Pupils' Day in June, and is available on Entrance Examination days.

## **18. Liaison with the Music department**

Pupils who have a Specific Learning Difficulty may qualify for special arrangements in music examinations. There is an increasing number of peripatetic music staff and it is essential that they are aware of any difficulties their individual pupils may have. Therefore it is the task of the Director of Music and the SENDCO to check on special arrangements and make sure the teachers are aware of the Pupils with SEN register. The SENDCO is able to write in support of Access Arrangements for practical music examinations.

## **19. Liaison with Junior Schools**

The College SENDCO is responsible for liaison with Junior School Learning Support assistants. From September 2016, the College SENDCO oversees provision for the whole school. Pupils having Learning Development lessons, who transition from the Junior School to the Senior School continue with the support unless parents request otherwise. Parents are advised by the Learning Development department when a pupil is in Y6 as to whether support should continue. As staff for Learning Development are the same in both Junior and Senior schools the transition is very smooth for the pupils and they benefit from the familiar faces.

Feeder schools are visited by the SENDCO during the last week of the school term. Individual needs are discussed with the class teacher and information is collated during the visit, as well as a supportive chat with the student.

## **20. Administration**

Towards the end of each term, the Accounts department require completed recharge sheets showing which pupils have had Learning Development lessons. There is a tiered band system for fees which is available on request.

### **20.1 Budget**

At the beginning of the Summer Term, each department is required to look at their financial requirements for the coming school year. Forms are sent out and returned to the Bursar's office and capitation is allocated near the start of the school financial year.

The Learning Development Department holds a separate budget for Assessment in addition to the Learning Development Budget.

## 21. Attendance of meetings

The SENDCO should attend some Academic Review meetings as well as Head of Department meetings.

### Appendix

#### I. Assessment Material

<b>Test</b>	<b>Area Assessed</b>	<b>Date of Purchase</b>
Test of Word Reading Efficiency (TOWRE 2)	Reading	2016
Comprehensive Test of Phonological Processing (CTOPP2)	Phonological processing	2014
BSTS (British Spelling Test Series)	Spelling Age	2012
Wechsler Individual Achievement Test (WIAT-II-T)	Spelling Reading speed Comprehension Single word reading	2007
Word-Chains - GL Assessment	Visual Tracking	2012
Group Parallel Reading – GRT2	Reading Age	2012
ALCOCK – Patoss	Handwriting speed	
Dyslexia Screening Test	Dyslexia	Pre 2002
Lucid Exact – Baseline Testing and Access Arrangements.	Reading, Spelling, Writing Speed	2012
Wide Range Achievement Test SWST (single word spelling) (WRAT)	Single word reading Spelling	2005 2005
Access Maths	Numeracy	2012
Wide Range Intelligence Test (WRIT)	Visual I.Q. Verbal I.Q.	2007
MiDYIS	Cognitive Abilities Test	/

<b>When do we assess?</b>	<b>Assessments Used</b>	<b>hrs</b>	<b>Fee £</b>
Full Diagnostic Assessment	CTOPP/ Word-chains/ WRIT	5	£500

<b>(Parental Request)</b>	WRAT4 / Access Maths		
Examination Access Arrangements (Top Up) <i>see below</i>	TOWRE / CTOPP / WRAT4 ALLCOCK / Word-chains	2	£100 plus £100 for report if required.
Individual Screening Test <b>(Parental Request)</b>	ALLCOCK / SWST (single word spelling) / Word-chains Group Parallel Reading DST or CTOPP, Symbol Digit Modalities. Lucid Exact	2x L/Support Lesson	£55
<b>(Autumn Entry)</b> Year 7 (SEND) Dept (Tier 1) Baseline Tests On an Individual basis.	Lucid Exact MidYIS 1 (Cognitive Abilities) Access Reading Test Alcock Free Writing Test		/
Year 9 onwards (SEND) Dept (Tier 2) Access Arrangements Testing On an Individual basis.	Lucid Exact TOWRE 2 / CTOPP / WRAT4 ALLCOCK / Word-chains MidYIS 3 (Cognitive Abilities)TOMAL 2		/
Sixth Form 'Access Arrangements' Top-Ups for AS/A	Lucid Exact TOWRE / CTOPP / WRAT4 ALLCOCK / Word-chains/ TOMAL 2		£100
<b>Whole School Tiered Screening</b> (Year 7) <b>Michaelmas</b>  -----  (Year 9)	<b>Assess :-</b> <b>Lucid Exact</b> Reading Age Spelling Age MidYIS data  ----- Writing Speed (ALCOCK) MidYIS (Chances Graphs)		/