

QUEEN'S COLLEGE, LONDON



**Special Educational Needs and
Disabilities (SEND)
and Learning Support Policy**

POLICY DOCUMENT

Aims and objectives

This policy complies with the statutory requirement set out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014), Part 3. It refers to the following guidance and documents:

- Access Arrangements and Reasonable Adjustments, Joint Council for Qualifications (2015/16)
- Equality Act 2010: advice for schools DfE (February 2013)
- ISI Handbook for the Inspection of Schools, The Regulatory Requirements (September 2015)
- Schools Guide to the 0-25 SEND code of Practice, DfE (September 2014)
- SEND Code of Practice 0-25 (2014)

Queen's College aims to observe the principles described in the SEND Code of Practice. These include:

- delivering a whole school approach to SEND, with teachers at the heart of the SEND support system, supported by the Learning Support Coordinator and the senior management team;
- taking into account the views of the pupils and their families and enabling them to participate in decision making;
- collaborating where necessary with partners in education, health and social care to provide support;
- identifying the learning needs of the pupils and making high quality provision to meet the needs;
- focusing on inclusive practices and removing barriers to learning;
- helping the pupils to prepare for adulthood;
- enabling all pupils to achieve their full potential and to maintain self-esteem in the process.

Definition of Special Educational Needs and Disability

The SEND Code of Practice (2014) states:

'A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day or day activities.’

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, epilepsy and cancer. Children 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 requires special educational provision, they will also be covered by the SEN definition.’

Admissions

Queen’s College is an academically selective school, and places very great importance on the nurture and development of each individual pupil. The College measures its success by the development of each individual, and welcomes all pupils who are able to make the most of the opportunities on offer at Queen’s.

Pupils must meet the required standards in the College’s entrance examination and have an interview with the Principal or other senior member of staff in order to be offered a place.

The College adheres to the guidelines of the Joint Council for Qualifications (JCQ) with respect to exam access arrangements. We will work with parents and the candidate’s current school in order to make reasonable adjustments to our admissions procedure for any candidate with SEND and for whom there is appropriate evidence of need and normal way of working. A copy of an educational psychologist’s report or a medical report is required to support a request for special arrangements, such as extra time in the entrance examinations.

Identification and assessment of SEND

- The SEND Code of Practice (2014) states that SEN support should include planning and preparation for the transitions between phases of education. New applicants to Queen’s College are asked to submit any information such as records of previous learning support, copies of assessments undertaken by previous schools, or reports from educational psychologists. If appropriate, the Learning Support Coordinator may liaise with the previous school to ensure that all reasonable adjustments are made.

- Monitoring takes place throughout the year to identify pupils who may need learning support. Year Tutors, Heads of Section, the Librarian and the Learning Support Coordinator meet regularly to review progress.
- The College uses a range of screening and assessment tests at certain points in the school year. These may include MIDYIS, Lucid and other specialist assessment. Results may be used to monitor progress, identify support needs and interventions.
- Pupils may be referred to the Learning Support Coordinator at any time by members of staff.
- Parents and pupils are encouraged to discuss any concerns they may have regarding learning support with the Learning Support Coordinator.

In identifying a pupil as needing SEN support, the Learning Support Coordinator works with the teachers to carry out a clear analysis of the learning needs. This draws on the teachers' assessment and experience of the pupil, their previous progress and attainment as well as their development in comparison to their peers and national data, the views and experiences of the parents, the pupil's own views and, if relevant, advice from external support services.

SEND support- a graduated approach

Where a pupil is identified as having SEND, the College takes action to remove barriers to learning and put effective support provision in place. This SEND support takes the form of Assess-Plan-Do-Review, as recommended by the SEND Code of Practice (2014). This enables earlier decisions and actions to be revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Learning support register

Once a pupil is identified as having SEND, she is placed on the Learning Support Register, which records her exam access arrangements and details any reasonable adjustments. All teachers have access to the Learning Support Register and it is regularly updated.

The Learning Plan

In some cases, the pupil and the Learning Support Coordinator create a formal Learning Plan. The Learning Plan briefly summarises the particular difficulties experienced by the pupil, and suggests strategies to address the difficulties. Any important supplementary information considered important for the classroom teacher may also be included on the Learning Plan. Pupils are encouraged to take ownership of their plan and to be fully involved in the review cycle. A copy of the Learning Plan

will be sent to a pupil's parents, as well as to the Form Tutor and all relevant teachers. Learning Plans are revised annually and are available to staff on the Q: drive. They are working documents so may change within the course of a year as progress is made and learning goals evolve.

Staff training

Where necessary, training is provided to staff on particular issues in SEND such as Autism Spectrum Disorder so that each teacher can provide high quality, differentiated teaching that is tailored to suit an individual pupil's learning needs and style.

Specialist support teaching

The College recognises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The SEND Code of Practice (2014) suggests that 'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.' (Section 6.37)

If it is appropriate, one-to-one learning support sessions may take place with the Learning Support Coordinator. These sessions will fit around a pupil's curriculum timetable in order to cause the minimum of disruption. The Learning Support Coordinator works closely with the pupil and her teachers in order to help her overcome any barriers to learning that her difficulties present, keeping parents informed at every stage. Each pupil is different and thus individual teaching tailored according to individual needs. Typically, a pupil might have 4-6 sessions. Sometimes, however, one or two sessions are all that is required; some pupils maintain a long-term relationship with the Learning Support Coordinator and have regular sessions as needed.

Access arrangements for public exams

Access arrangements may include extra time, supervised rest breaks, the use of a word processor or modified papers. They are determined by the Learning Support Coordinator, in line with the current Joint Council for Qualifications (JCQ) regulations (www.jcq.org.uk).

In order to apply for exam access arrangement relating to **specific learning difficulties such as dyslexia**, the Learning Support Coordinator normally conducts an assessment at the beginning of the pupil's GCSE or A-level studies.

Privately commissioned reports do not usually meet the JCQ requirements so it is very important that parents discuss any assessments with the Learning Support Coordinator **before** any outside assessment takes place.

In addition to this, there must be evidence of the following conditions:

- The candidate has persistent /significant difficulties and/or is disabled within the meaning of the Equality Act 2010;
- How the current difficulties substantially impact on teaching or learning in the classroom;
- How teaching staff have been involved in determining the need;
- That without the arrangements the candidate would be at a substantial disadvantage when compared with non-disabled candidates;
- That the arrangement continues to be the normal way of working as a direct consequence of their disability.

Where a learning difficulty specifically relates to the following conditions, alternative evidence may be required and should be discussed with the Learning Support Coordinator:

- Autistic Spectrum Disorder (ASD);
- Social, Mental and Emotional needs;
- Speech, language and communication needs;
- Medical condition.

Costs

There is no charge for specialist tuition by the Learning Support Coordinator.

The full cost of an educational psychologist's assessment and report, if deemed necessary, is paid by the parents of the pupil in question. Fees charged within the College for handwriting assessments, partial screenings and full assessments reflect the cost to the College of providing such services.

English as an Additional Language (EAL)

In order to cope with the academic demands of Queen's College, pupils must be fluent English speakers. Pupils who are learning English as an additional language (pupils whose first language is not English) may be referred to the Learning Support Coordinator for EAL support. The support will focus on developing the skills the pupil needs for the curriculum which may include, for example, reading comprehension, vocabulary building and writing skills support. A Learning Plan with subject specific strategies may be created and sent to relevant teachers. A pupil will not be regarded as having a learning difficulty solely because English is not the

language spoken at home. However, EAL pupils who do have SEND will have equal access to the support provided by the Learning Support Coordinator.

Pupils with an Education, Health and Care Plan

Where a pupil has an Education, Health and Care (EHC) Plan prepared by the Local Education Authority (LEA), the College will work with the LEA to ensure that the provisions of the plan or statement are addressed and the relevant Individual Education Plan (IEP) is prepared and enacted according to the relevant statutory requirements (ISI Regulatory Requirements, sections 29-38, September 2015). The Learning Support Coordinator will work with the LEA to ensure that a full, annual review takes place in line with the requirements of the SEND Code of Practice (2014).

Word Processing

Please see Word Processing in Examinations Policy