



LEARNING SUPPORT (SEND) POLICY

The learning needs of the pupils are the collective responsibility of all teachers. It is the responsibility of subject teachers and pastoral staff to ensure that they are aware of each pupil's pupil passport, history of need and current provision. All teaching allows most learners to make at least their expected progress in relation to their capability.

Students with learning differences and disabilities may need more assistance than others with planning, organising and prioritising workload.

POLICY STATEMENT IN LINE WITH THE GENERAL AIMS OF THE WHOLE COLLEGE CURRICULUM

The College:

- Recognises that some pupils will have special educational or additional needs at some stage in their school career.
- Provides access to a broad, balanced and relevant curriculum and the freedom to make choices with the minimum of constraints.
- Identify, as soon as possible, any pupil who may have a SEND or specific learning difficulty.
- Seeks to make appropriate provision and support available to remove barriers to learning.
- Seeks to ensure that pupils with SEND engage in activities alongside pupils who do not have SEND.
- Encourages pupils to become independent learners who take responsibility for their learning and enable pupils to achieve the best of which they are capable in an appropriate range of subjects.
- This policy takes reference from the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice 2014. Keeping Children Safe in Education (2022); Education (Independent Standards) Regulation 2014

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil is recognised as having SEN when their learning difficulty or disability calls for special educational provision to be made for them. In accordance with the Special Educational Needs and Disability Code of Practice 2014, 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 children their age
- 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

We acknowledge that a proportion of pupils will have a special educational need at some time in their school career. Some may require educational and / or pastoral help throughout their time in College whilst others may need extra support for a short period. College aims to provide all pupils with strategies for dealing with their needs.

DEFINITION OF DISABILITY

A pupil is disabled if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

BROAD AREAS OF NEED

- Communication, interaction and Speech and Language (including ASC).
- Cognition and Learning (including moderate learning difficulties and specific learning difficulties such as dyslexia and working memory deficit).
- Social, emotional and mental health (including ADD and ADHD).
- Sensory and physical needs (including vision and / or hearing impairment, dyspraxia, physical disabilities).

CHELTHENHAM LADIES' COLLEGE IN CONTEXT

The Cheltenham Ladies' College is selective entry and welcomes pupils who pass the admissions process and adhere to College's ethos. We aim to recruit pupils who will thrive at College by taking full advantage of our academic and co-curricular provision.

The Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

Parents should discuss with the Director of Admissions any reasonable adjustments that need to be put in place in advance of an application for a place in College. Parents should pass on relevant documentation including details of past provision, history of need, 'normal way of working', examination access arrangements and copies of relevant diagnostic assessment reports by Specialist Teachers, Educational Psychologists or occupational therapists.

Parents are asked to disclose disabilities / learning difficulties / information with the Head of Learning Support (see Parent Handbook, Admissions Policy and Terms and Conditions of Entry). An offer of a place may not be made if College determines, following consultation with parents, if the needs of the pupil cannot be met or provided for. College will always consider its obligations under the Equality Act 2010. More information can be found in the Inclusion and Access Policy.

WITHDRAWAL

Where, after all reasonable adjustments have been made or considered, the school feels a disabled pupil cannot be accommodated, or their needs met, parents may be required, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

PUPILS WITH AN EDUCATIONAL HEALTH AND CARE PLAN ('EHC PLAN')

The needs of the majority of pupils with SEN will be met effectively through College's SEN support. However, where the pupil has not made expected progress despite the SEN support in place, parents and College have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC plan for their daughter. Parents are asked to consult with College before exercising this right. The school will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health Education and Social Care Chamber). The school does not have this right of appeal. Where a prospective pupil has an EHC plan, the school will consult with the parents and the Local Authority where appropriate to ensure that we can deliver the provision specified in the EHC plan. Any additional services that are needed to meet the requirements of the EHC plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and The Cheltenham Ladies' College is named in the EHC plan. In all other circumstances charges may be made directly to parents, subject to our obligations under the Equality Act 2010. College co-operates with the Local Authority to ensure that relevant annual reviews of the EHC plans are carried out as required.

KEY AIMS AND OBJECTIVES

- The implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils and to eliminate prejudice and discrimination.
- To meet the needs of any pupil in College who has SEND by following as close as possible the Special Educational Needs and Disability Act 2001, The Equality Act 2010, the SEND Code of Practice (2014) and JCQ guidelines.
- To identify at the earliest opportunity, any pupil who may have SEN
- To monitor the progress of all pupils and identify needs as they arise
- To ensure that special educational needs and inclusion provision is valued and that all pupils with additional needs are received positively by all members of the school community.
- To ensure that teachers and pastoral staff are aware of each pupil's needs and that such needs are the shared responsibility of all staff.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs on the SEN Register where required.
- To involve pupils in any planning and decision making that involves them.
- To involve parents/guardians at every stage in the plans to meet their child's needs.
- To provide training and support for teachers to meet the individual learning needs of pupils.

TO MEET THESE AIMS

Identification of SEN and Provision

College adopts a graduated response to identification of SEND and provision (SEND Code of Practice 6.44). Support forms a four-part cycle: Assess, Plan, Do and Review.

Identification of SEN

Assess

Identification starts with assessing need. A pupil's needs may be identified through:

- Admission procedures and screening of new pupils.
- Analysis of MidYIS and ALIS data.
- Academic reports.
- Failure to make progress despite appropriate opportunities and differentiation.
- Inconsistencies between classroom attainment and attainment under timed conditions.
- Expressions of concerns from core subject teachers, pastoral staff, pupils and parents.

Provision of SEND

Not all pupils identified with SEN will require individualised support, whilst some pupils who do not have a SEN may benefit from individualised support.

Plan

- In providing SEN support, College notifies parents of the adjustments and interventions put in place. Parental involvement is encouraged to reinforce and contribute to progress at home.
- Planning involves a review of academic reports, feedback from parents' meetings which would help formulate the best strategy to support the pupil.

Do

- Staff are provided with a pupil passport which contains the appropriate SEND information including the pupil's strengths and areas of difficulty, how these are likely to manifest themselves in the classroom and suggested teaching strategies to remove barriers to learning.
- In addition to an expectation of high-quality teaching, targeted, occasional support from a subject teacher (ie for missed topics through illness or difficulty with a particular topic) is expected.
- Where appropriate, counselling / referral to outside agencies¹ is initiated.
- One-to-one individualised support is offered when the subject Head of Department, Head of Learning Support and Head of Division are satisfied that appropriate, classroom support has been given and other types of departmental and pastoral support have also been explored.
- Learning Support Lessons are arranged on a one-to-one basis. Pupils are not removed from curriculum lessons. Learning Support lessons are an additional charge to parents and added to the end of each term's bill.
- Lessons are weekly (on going) with an agreed set of termly targets. However, there is flexibility within lessons to respond to a pupil's immediate need.
- Lessons are tailored to the needs of the pupil and the College curriculum. They are designed to be cumulative and consolidate skills whilst developing the pupil's self-belief and confidence. The aim is to develop transference of skills into the classroom and independent learning.

Review

- A pupil's progress is reviewed termly and measured through sustained progress (linked to termly targets and measured through summative assessment in the form of internal tests and qualitative assessment of evidence from classwork or prep featuring the areas

¹ In some instances, pupils may benefit from counselling services. College has counsellors to whom pupils can be referred. Pupils who require services from external health professionals are referred through the Head of Medical Health and Welfare, HoLS and Head of Pastoral Care.

- for which the pupil was originally referred).
- These targets are reflected in the pupil's Learning Support comment which forms part of her academic report.
- Parents can contact the Learning Support coaches at any time to discuss their daughter's interventions. Formal parents' meetings are also held annually.
- Provision will have an exit strategy and pupils will cease individualised lessons when sustained progress has been made and aims have been met. If a parent or pupil expressly wishes coaching to cease the HoLS must be informed.
- Any queries relating to the nature of a pupils coaching / LS support can be discussed directly with the coach or HoLS.
- For pupils with EHC plans, College convenes annual meetings with the local authority and pertinent professionals and specialists involved in the care of the pupil.

Recording Progress of Pupils with SEN

- Tracking records informs progress and attainment levels.
- Heads of Division analyse attainment at key points in the academic year including internal exams

ROLES AND RESPONSIBILITIES

All staff are responsible for helping to meet an individual's special educational needs and for following College's procedures for identifying, assessing and making provision to meet those needs.

The Head of Learning Support (SENCO):

- Determines the strategic direction for SEND within College.
- Effectively manages SEND resources (financial and human) within College, utilising best value principles which demonstrates good value-added progress, in relation to SEND pupils' outcomes.
- Manages the Learning Support specialist teachers (coaches), teaching assistants and staff involved in delivering additional support.
- Maintains the Learning Support Register, which contains the names of those with SEND those receiving individualised lessons (coaching) and those who have access arrangements and reasonable adjustments (AARAs).
- Oversees pupil information (including pupil passports, pupil targets and individual learning plans) on Provision Map
- Continually monitors and assesses progress of those receiving additional support, to ensure pupils receive appropriate and effective provision.
- Organises the assessment of pupils for access arrangements for public exams.
- Gathers supplementary evidence to support assessments for access arrangements. Ensure parents are involved in decisions about a pupil's progress and, if necessary, any future SEN provisions or assessments, eg individual screening by the Head of Learning Support for eligibility for Access Arrangements and Reasonable Adjustments. Communication is in addition to the whole school systems, such as parents' meetings and the reporting process.
- Manage specialist teachers and Teaching Assistants and provide suitable Insets and skills training to ensure they are up to date with the professions' developments.
- Provide whole-staff training or advice on supporting pupils with SEN and learning needs.
- Review the effectiveness of differentiation and interventions with teachers, coaches, parents, Heads of Department or Leadership Team, as required.

HoLS Liaises with:

- The member of Leadership Team with responsibility for Learning Support in College.
- The VPA, Co-curricular Director, VP, Head Pastoral Care, Director of Admissions, Heads of Division / Subjects, Tutors, House Parents, Head of Medical Health and Welfare, Health and Safety Adviser and pupils to ensure that appropriate provision is made.
- Parents to meet the needs of their daughter.
- Pupils discuss their broader needs, normal way of working and review exam access arrangements.
- The Heads of English and Mathematics over referrals and inclusion provision.
- The Head of MFL in consultation over appropriate language choices according to the pupil's learner profile.
- The Examinations Officer in making applications for access arrangements.
- Meets weekly with the Heads of Lower College, Upper College and Sixth Form College to discuss matters relating to learning support.
- The Head of Professional Guidance over UCAS applications where evidence about specific learning difficulties is required. In this area, the HoLS is the SSD Coordinator for the College Board and makes applications for EAAs when pupils undertake SATs and other entry examinations necessary for American universities.
- The Music and Drama departments re: ABRSM and LAMDA examinations require evidence for Access Arrangements.
- Feeder schools and parents of new entrants with a history of learning support.
- Outside agencies, eg educational psychologists, support organisations, advisory teachers, medical specialists etc and, disseminates information as appropriate.
- Admissions with regard to early assessments, admissions and access arrangements for taking the entrance tests.

Subject Teachers:

- The learning needs of the pupils are a collective responsibility of all teachers. It is the responsibility of subject teachers and pastoral staff to ensure that they are aware of each pupil passport, history of need, current provision and associated targets.
- Staff are encouraged to regularly check Provision Map for any updates to pupil passports, although staff will be alerted to changes.
- It is the responsibility of teaching staff to ensure each pupil is given every opportunity to make progress within the mainstream classroom situation through appropriate planning and differentiation. This must include integrating targets set by Learning Support coaches and teachers.
- Heads of Department are responsible for ensuring that Schemes of Work and associated resources differentiate appropriately for a range of aptitude, ability, and learning styles within Programmes of Study.

PROCEDURES FOR REFERRAL TO AN EXTERNAL PROFESSIONAL

- Parents of pupils with a suspected learning difficulty are informed of the concern and the HoLS will recommend further assessment. An assessment will only commence once sufficient background evidence has been collated. In some instances, the HoLS will recommend an assessment by a suitably qualified professional, who has an established relationship with College.
- All costs must be agreed and settled by parents directly with the external professional, but College is able to organize the arrangements.
- LC pupils with an existing diagnostic assessment report will not be charged for updated exam access arrangement assessments which will be required in LC3.

THREE-YEAR ACCESSIBILITY PLAN

A copy of College's access ability plan can be provided upon request by the Health and Safety Adviser. This sets out College's plan, where reasonable, to increase the extent to which disabled pupils can participate in the school's curriculum; improve the physical environment of College for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by College; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

BULLYING AND BEHAVIOURAL ISSUES

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, Enrichment (PHSE) and Prayers the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment.

College recognises that bullying (and or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

College recognises that pupils with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of pupils. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming barriers.

College's Safeguarding and Child Protection Policy will be followed if there are any safeguarding concerns relating to a pupil.

CONCERNS

College will listen to any concerns expressed by parents about their child's development and any concerns raised by the pupils themselves. Parents must notify their daughter's tutor, Houseparent, Head of Division or the Head of Learning Support if their daughter's progress or behaviour gives cause for concern.

APPENDIX 1

INTERNAL TESTS AND EXAMS: ACCESS ARRANGEMENTS FOR PUPILS WITH SEND AND SPECIAL CONSIDERATION

- Pupils eligible for Access Arrangements and Reasonable Adjustments (AARAs) for internal tests and exams are highlighted on the Learning Support Register. Specific information is on the pupil's Pupil Passport within Provision Map and isams.

SITTING INTERNAL TESTS AND EXAMS

- UC5 and SFC1 pupils with 25% extra time, will commonly start their exam BEFORE the other candidates and finish with the rest of those sitting the same exam. These arrangements are made by the Examinations Officer.
- Pupils eligible for AARAs LC1 - UC4 sit end-of-year exams in alternative accommodation relative to the year group. It is invigilated by the HoLS & learning support department to monitor normal way of working. Exam logs are kept.
- All access arrangements AARAs are subject to current, IB, College Board and JCQ regulations and guidelines and further information can be found within the public exam policy.

ACCESS ARRANGEMENTS FOR ENTRANCE TESTS

Pupils who wish to sit entrance exams and have exam access arrangements and reasonable adjustments (AARA) applied must provide appropriate evidence. Candidates would be required to complete a background pro-forma or provide a diagnostic assessment report (DAR) and/or a Form 8. The request for AARA must reflect the support candidate's normal way of working in their current school.

MONITORING AND REVIEW OF ACCESS ARRANGEMENTS

Collecting supplementary evidence:

- Pupils with up to 25% extra time complete their papers in green pen to reflect their need for it.
- Subject teachers (and departmental markers) complete an 'Evidence of Need' form on each pupil and submit it to the Head of Learning Support.
- Invigilators complete an examination log for external examinations, UC5 mock and SFC1 end-of-year examinations which are submitted to the Examinations Officer. The same is completed for internal examinations and submitted to the HoLS.
- Pupils complete use-of-time green slips for every exam and an overall feedback form which is kept by the Head of Learning Support.
- The Head of Learning Support reviews each pupil's need for extra time after every set of tests or internal exams using green slips, the pupil's feedback form and feedback forms from subject markers.
- The HoLS will alert pupils and parents of recommended changes to access arrangements. Additional needs may change over time and extra time may not always be necessary. Different access arrangements may replace extra time ie rest breaks. Pupils need to demonstrate in tests, end of year exams and in the classroom (as their normal way of working) that extra time makes a significant difference to their performance.

- Copies of exam scripts as supplementary evidence of progress to inform future learning support
- Copies of the exam scripts belonging to peoples with extra time should be past the head of learning support administrator. They are kept as evidenced by the Head of Learning Support. Copies of scripts or excerpts of scripts belonging to pupils in coaching may be copied or passed to the Head of Learning Support or the coach concerned, at the head of department or subject teachers discretion they may provide useful information to inform further learning support teaching or provide evidence of progress.

Progressing from LC3 to UC4 Access Arrangements:

- To be eligible for access arrangements for public examinations at GCSE and GCE, the Joint Council for Qualifications require that a new report is carried out before the candidate commences a new exam cycle.
- Reassessment takes place in LC3 (year 9) and is normally carried out by the Head of Learning Support or specialist assessor who works in conjunction with College in the Summer Term.

NEW TO UPPER COLLEGE AND SFC

Evidence is required for pupils joining College who had AARAs at their previous school. The HoLS will request a Form 8 from the student's previous school which must be accompanied by a copy of the assessor's qualification who carried out the assessment. A history of need from a student's previous school will be sought and their normal way of working will need to be confirmed when they have settled into College.

TRANSFERRING FROM GCSE TO GCE / IB: ACCESS ARRANGEMENTS

The rolling forward of exam AARAs from GCSE to GCE / IB applies only to students who have previously taken examinations in College. The HoLS requires available evidence which confirms that the student continues to demonstrate difficulties that substantially impacting on the candidates teaching and learning within the classroom.

APPENDIX 2

RETURN TO SCHOOL POLICY (MEDICAL / ILLNESS)

- Pupils with temporary or recurring medical or mental health needs are valued as full and participating members of the College community.
- College will do all that it can to ensure that such pupils are supported through their period of absence from College and sensitively reintegrated once they are well enough to attend. A short term learning plan may be put in place to support the needs to the pupil.
- Pupils with medical needs will not be disadvantaged regarding admissions to the College. Every application will be considered according to the Admissions Policy.

AIMS

- The College aims to minimise the interruption and disruption to the pupil's schooling by continuing education as normally as the child's condition permits and working towards their reintegration into school as soon as possible.
- The Principal is the designated person in the College responsible for ensuring that the needs of all pupils with medical needs are met. She will take an active and continuing role in the pupil's educational, social and emotional progress with the aim of:
- Ensuring that wherever possible facilities are available eg a designated toilet.

In order to do this, the Principal may delegate to:

- Vice Principal
 - Head of Pastoral Care
 - Head of Learning Support
 - The appropriate Head of Division
 - Head of Medical Health and Welfare
 - Health and Safety Adviser
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- The College will always aim to work in partnership with parents or carers to ensure the best possible outcomes and a return to school as soon as possible.
 - Designated teachers will have the responsibility for liaising with parents or carers and various agencies where pupils are too ill to attend school.
 - The designated teacher will ensure that procedures are followed when a pupil is absent from school for medical reasons including procedures to support:
 - Early identification
 - Referrals
 - Personal education plans
 - Reintegration into school
 - Involvement of the pupil

EARLY IDENTIFICATION OF ABSENCE

All staff take responsibility for the identification for pupils on the school roll who are absent from school with a medical need which may impact on their ability to access the curriculum. This will be monitored through House Parents, Heads of Division, the Head of Learning Support, tutors and subject teachers. All staff will support the designated teacher to establish, where possible, the amount of time a pupil might be absent and identify ways in which College can support the pupil in the short term eg providing work to be done at home in the first instance. House Parents, Tutors, or other assigned members of staff will stay in regular contact with the pupil to help support them both academically and pastorally during their absence.

College will ensure that where pupils with long-term and recurrent conditions are absent, the VPA, VP, relevant Head of Division and Head of Learning Support will be informed and medical evidence secured. The school will communicate with other parties, attend reviews and facilitate communication between the pupil and the school.

PERSONAL LEARNING PLANS for Re-integration after hospitalisation / long term absence

- The learning plan will set out the education that will be delivered during the period of absence. It is an on-going document or set of documents that will be updated and revised at each review meeting according to the child's medical and educational needs.
- The school will provide work and materials for pupils who are absent from school because of medical needs. This will be co-ordinated by Head of Medical Health and Welfare, the HoLS, and the relevant Head of Division in consultation with the VPA.
- Strategies for ensuring support in cases of long-term absences, will include the provision of information on the pupil's capabilities, a current programme of work, half-termly plans of work and curriculum plans and schemes of work.
- College will work with HTS staff to ensure continuity of education and the Head of Division will initially arrange for the setting, collection and marking of work, depending on the pupil's needs.
- A flexible approach will be needed to consider any gaps in a pupil's learning resulting from missed or interrupted schooling.

REINTEGRATION

- College recognises the key role it can play in ensuring successful reintegration of pupils returning after a period of illness.
- College will provide support, together with the Hospital Teaching Service to assist a smooth reintegration back into school where required.
- College will work in partnership with parents and medical staff, to ensure a flexible approach to meeting the pupil's needs.
- College will involve the young person's peers to ensure they support the pupil's reintegration.
- Academic, pastoral and support staff will receive appropriate instruction (and where necessary) training to support the reintegration of the pupil and meet their current needs.
- College will consider exempting pupils from the full range of Curriculum arrangements on a temporary basis whilst they readjust to school life.
- The HoLS and Head of Medical Health and Welfare will work in partnership with the advisory teaching service for the LEA and medical support services from the NHS to ensure the pupil receives appropriate support and their needs are met during the reintegration process.

INVOLVEMENT OF THE PUPIL

- College will ensure that pupils who are unable to attend College because of medical needs are kept informed about social events, and co-curricular activities.
- College will encourage contact with peers and will ensure that all procedures and arrangements take account of pupils' views.
- If the pupil's return to school necessitates the appointment of a teaching assistant or carer, the pupil and her family will be consulted and involved in the appointment.