



CHELTENHAM  
LADIES'  
COLLEGE

# LEARNING SUPPORT (SEND) POLICY

---

2021-22

## Document Control

<b>Title:</b>	Learning Support Policy (from 2018) Was Teaching and Learning Policy (Curriculum Policy)
<b>Reviewed By:</b>	Head of Learning Support and VPA
<b>Read by: (Committee)</b>	Education Committee (Every three years – next review June 2024)
<b>Version Number</b>	07
<b>Legal Advice Obtained</b>	
<b>Review Frequency</b>	Annual Review
<b>Next Review Date</b>	August 2022

## Document Distribution

All members of staff within College.

## Status Control

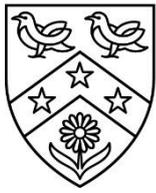
Version	Date	Status	Prepared by	Reason for Amendment
01	August 2014	Approved by Council	VPA	Minor changes.
02	August 2015	Approved by Council	VPA	Teachers' version - extensive changes. Parent Portal version taken from Teachers' version - same extensive changes but cut down version of Teachers' version.
03	September 2016	Approved by Council	VPA	28.10.16 JA updated Section 6 so total section over written. JA included a paragraph and a table. Section 6 is Report Writing Policy so this particular policy was also overwritten and uploaded again to Sharepoint on 31.10.16. Some points of clarification, removal of reference to Sabbatical and updating of information. Major changes by JA. 30/01/17 PAGE 26 - LINK CHANGED.
04	August 2017	Approved by Council	VPA	No changes. Council Review now to be every THREE years.
05	September 2018	Approved by Council	VPA	Removed content that repeats Public Exam Policy. DG plans to do full rewrite next cycle. OCT 2018 HAS CHANGED TITLE ON

				REQUEST OF ISI TO LEARNING SUPPORT (SEND AND EAL) POLICY.
06	September 2019	Approved by Council	David Gamblin	One change is the EAA provision for pupils new to UC or SFC where existing information of need requires reassessment.  SEN now corrected to SEND.
07	September 2019	Approved by Council	David Gamblin	Existing Provision of need updated and how this will not be charged is clarified  Removal of EAL / IELTS into new EAL policy  House parent now used, correct job title for Head of Medical Health and Welfare  SEN now corrected to SEND.
08	September 2021	Approved	David Gamblin	List of policies to be considered along with this policy.  Additional points added into "SEND Plan" section  Amendments to "Review of Plan" section  Additional point in "Procedures for Referral to External Professional" section  Amendment to "Subject Teachers" section  Major re-write of "Access Arrangements for Entrance Tests" section and "Eligibility for Access Arrangements: Lower College" section  Appendix ii deleted -now subsumed into EAL IELTS Policy.  Minor changes at end of the document.

### Related Policies

This policy should be considered in conjunction with all policies referred to in this document and the following additional policies and guidelines:

- Inclusion and Access Policy
- Admissions Policy
- English as an Additional language (EAL) Policy
- Joining Information



# 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 profile, history of need, current provision. All teaching allows most learners to make at least their expected progress in relation to their capability. It will also stretch the less able to work as close to their capability as possible and the gifted and talented way beyond.

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

## 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 2015.

This policy should be read in conjunction with the following: Inclusion and Access Policy; Joining Information; Admissions Policy and English as an Additional language (EAL) Policy.

## CHELTENHAM LADIES' COLLEGE IN CONTEXT

The College's selection procedure is designed so that any pupil with moderate specific learning difficulties / disabilities and sufficient ability to benefit from a College education is accepted.

## SEND INDICATORS AND BROAD AREAS OF NEED

A pupil is recognised as having SEND when their learning difficulty or disability calls for special educational provision to be made for them. 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.

## 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).

## KEY AIMS AND OBJECTIVES

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).

- 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 (2015) and JCQ guidelines.
- The Learning Support Department supports and contributes to whole school provision initiatives.
- The Department extends its support to pupils who may benefit from a programme of individual specialist teaching, regardless of whether or not they have SEND. This includes EALLiteracy Skills, Study Skills and Mathematics.

## TO MEET THESE AIMS

### Identification of SEND 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. College seeks to involve parents (and where appropriate) the pupils in the process of assessing need and planning appropriate provision from the outset.

### Identification of SEND

#### Assess

Assessing need starts with identification. 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 SEND will require individualised support, whilst some pupils who do not have a SEND may benefit from individualised support.

### Plan

- In providing SEND support, College notifies parents of the adjustments and interventions put in place together with the outcomes sought, expected impact on progress, development or behaviour and a review date of the pupils learning plan. Parental involvement is encouraged to reinforce and contribute to progress at home.
- Planning would involve a review of academic reports, feedback from parents' meetings which would help formulate the best strategy to support the pupil.
- Not all pupils receiving SEND support will be on learning plans. The Head of Learning Support will determine which pupils will be best supported by a learning plan.
- Informal, short-term support can be given to SFC pupils, and these pupils may not inform their parents in the first instance.

### 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 be used in the classroom 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 offered.
- 'Helplines' and revision sessions are also organised within departments.
- Where appropriate, counselling / referral to outside agencies<sup>1</sup> is initiated.
- One-to-one individualised support is offered when the subject Head of Department, HoLS 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.
- Lessons are arranged on a one-to-one basis. Pupils are not removed from lessons, except in very exceptional circumstances agreed by the VPA. 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. Learning Support coaches and subject staff liaise to ensure a pupil's specific difficulties are supported as effectively and to maintain continuity.
- Lessons are structured and cumulative to consolidate skills and develop the pupil's self-belief and confidence. The aim is to develop transference of skills into the classroom and independent learning.

<sup>1</sup> 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.

### 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 / prep featuring the areas for which the pupil was originally referred).
- Pupils with learning plans will be reviewed as per the agreed timeline.
- 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. If a parent or pupil expressly wishes

- coaching to cease the HoLS must be informed.
- After a period of support, a pupil is welcome to seek additional help and guidance at any time from the Learning Support Department.
- 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.

## ADMISSION ARRANGEMENTS

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. Once the admission procedures are met, parents should pass on relevant documentation including details of past provision (the intervention programmes their daughter has worked through), history of need, 'normal way of working', examination access arrangements and copies of diagnostic assessment reports by Specialist Teachers or Educational Psychologists.

## 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.
- Once the assessment has been completed, the written report should be passed to the HoLS where, if appropriate, the information will be made available to relevant parties as a Pupil Profile.
- The HoLS and Examinations Officer will process an application for exam access arrangements with the awarding bodies where appropriate.

## 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:**

- 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 / additional needs and those receiving individualised lessons.
- Ensures that the needs of pupils on the Learning Support Register are known by those who teach and care for the pupils concerned. Advises and supports teachers on how to adopt strategies to help pupils receiving learning support via Pupil Passports.
- Makes subject teachers and tutors aware of specific learning targets for pupils receiving intervention via coaching and / or Learning Plans
- Continually monitors and assesses progress of those receiving additional support, to

ensure pupils receive appropriate and effective provision.

- Assesses pupils for eligibility for access arrangements for public exams.
- Gathers supplementary evidence to support requests for access arrangements. Ensure parents are involved in decisions about a pupil's progress and, if necessary, any future SEND provisions or assessments, eg individual screening by the Head of Learning Support for evidence of a Specific Learning Difficulty or eligibility for Access Arrangements. Communication is in addition to the whole school systems, such as parents' meetings and the reporting process.
- Manage specialist teachers and Teaching Assistants of SEND / Specific Learning Difficulties 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 SEND and learning needs.
- Review the effectiveness of any individual pupils Learning Plan with 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 and current provision.
- 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. 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.

## APPENDIX i

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

- Pupils eligible for Access Arrangements for internal tests and exams are highlighted on the Learning Support Register. Specific information is on the pupil's Pupil Passport within Provision Map.
- Pupils will have different needs and it is important that all those involved with the administration of internal tests and exams understand clearly what each pupil is entitled to.

### SITTING INTERNAL TESTS AND EXAMS

- UC5 and SFC1 pupils eligible for 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 extra time in LC1 - UC4 sit end-of-year exams in alternative accommodation relative to the year group. It is invigilated by the HoLS & learning support coaches to monitor normal way of working.
- All access arrangements 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 and/or a diagnostic assessment report (DAR) and/or a Form 8. The request for AARA must reflect the support given to the candidate in their current school.

### ELIGIBILITY FOR ACCESS ARRANGEMENTS: LOWER COLLEGE

LC1, 2 and 3:

LC1, LC2 and LC3 pupils who are required to sit formative assessment and have had exam access arrangements and reasonable adjustments (AARA) applied previously, and wish to continue with these, must provide appropriate evidence. Candidates would be required to complete a background pro-forma and/or a diagnostic assessment report (DAR) and/or a Form 8. The request for AARA must reflect the support given to the candidate in their current school.

### MONITORING AND REVIEW OF ACCESS ARRANGEMENTS IN LOWER COLLEGE

#### **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 (together with a copy of the paper showing use of extra time in green pen) 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 pupils with extra time should be passed to the Head of Learning Support Administrator. They are kept as evidence by the HoLS.
- 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 teacher's 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 specialised assessor who works in conjunction with College in the Summer Term.

### **NEW TO UPPER COLLEGE – WITH NO CORE OR SUPPLEMENTARY EVIDENCE TO SUPPORT AN APPLICATION FOR ACCESS ARRANGEMENTS**

Pupils new to UC may present evidence of exam access arrangements from their previous school, but their normal way of working, and need, will have to be reassessed for their public examinations. Where appropriate, the HoLS may request history of need information from a student's previous school. A signed declaration from the student giving permission to do so will be required.

### **TRANSFERRING FROM GCSE TO GCE / IB: ACCESS ARRANGEMENTS**

The rolling forward of exam access arrangements 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. Pupils new to College in the Sixth Form may present evidence of exam access arrangements from their previous school, but their normal way of working, and need, will have to be reassessed for their public examinations. Where appropriate, the HoLS may request history of need information from a student's previous school. A signed declaration from the student giving permission to do so will be required.

## APPENDIX ii

### 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
- 
- 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.