



CHELTENHAM
LADIES'
COLLEGE

LEARNING SUPPORT (SEND) POLICY

2023-24

Document Control

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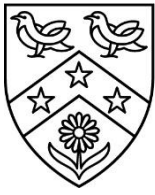
Version	Date	Status	Prepared by	Reason for Amendment
01	August 2014	Approved by Council	VPA	Minor changes.
02	August 2015	Approved by Council	VPA	Teachers' version - extensive changes. Parent Portal version taken from Teachers' version - same extensive changes but cut down version of Teachers' version.
03	September 2016	Approved by Council	VPA	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
09	September 2023	Approved	David Gamblin, Paula Mason	<ul style="list-style-type: none"> • Tracked changes on flow of document following consultation with Stone King (Lawyers) – significant rewrite. • Definitions of SEN Added. • How college identifies SEND. • Update on admission section and level of provision College can offer in terms of reasonable adjustment covering SEND, medical and pupils with EHCP. • Sections on accessibility plan updated and withdrawal if pupils need change. • Pathways of support added in, Appendix I and II added – record of reasonable adjustment provided in VI.

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
- Accessibility Plan
- Equal Opportunities Policy for Pupils
- English as an Additional language (EAL) Policy
- Joining Information



LEARNING SUPPORT (SEND) POLICY

The learning needs of all 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 student's Pupil Passport, history of need and current provision.

POLICY STATEMENT AND AIMS

College is committed to the inclusive treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy:

- Seeks to make appropriate provision within reasonable adjustment to remove barriers to learning.
- Recognises that some pupils will have special educational or additional needs at some stage in their school career.
- Aims to identify, as soon as possible, any pupil who may have a SEN and/or a disability or specific learning difficulty.
- Seeks to ensure that pupils with SEN and/or a disability engage as fully as practicable in the activities of College alongside pupils who do not have SEN and/or a disability.
- Ensures parents/carers are informed when provision is made.
- Encourages pupils to become independent learners who take responsibility for their learning and achieve the best of which they are capable.

In drawing up this policy, College has had regard to the following (in so far as they apply to College): the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice 2015 and JCQ guidelines.

DEFINITIONS

A child or young person has **SEN** if they have a learning difficulty or disability, which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age
- have a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is **disabled** if they have a physical or mental impairment which has a substantial and long-term (at least 12 months) adverse effect on their 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. However, College recognises that there is significant overlap between disabled pupils and those who have SEN.

BROAD AREAS OF NEED

- Communication, interaction and Speech and Language (including ASD).
- Cognition and Learning (including moderate learning difficulties and specific learning difficulties such as dyslexia and dyscalculia).
- Social, emotional and mental health (including ADHD).
- Sensory and physical needs (including physical impairments, vision and hearing impairments, dyspraxia and diagnosed sensory sensitivities).

KEY AIMS AND OBJECTIVES

COLLEGE'S SEN PROVISION

The Learning Support Department supports and contributes to whole school provision initiatives. It supports students who may benefit from a programme of individual specialist teaching, regardless of whether or not they have SEN and disabilities.

1:1 specialist teaching in the following:

- Literacy skills
- Study Skills
- Maths Skills
- Executive Function Skills
- And where appropriate:
- Group Intervention for integration and participation
- Examination Access Arrangements
- Advice and guidance for parents/carers, students, teachers and pastoral staff

IDENTIFYING AND SUPPORTING PUPILS WITH SEND

College follows the following Pathways which are outlined in appendix I and II:

- Cognition & Learning
- ADHD & ASD

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.

Assess

Assessing need starts with identification. A pupil's needs may be identified through:

- A need disclosed on entry by parents/carers or school
- Admission procedures
- Screening and baseline data
- Academic reports
- Failure to make progress despite appropriate opportunities and differentiation
- Speed of working
- Expressions of concerns from subject teachers, pastoral staff, (see Pathway for Cognition & Learning) pupils and parents

Plan

- When a need is identified, analysis of impact and appropriate ways of meeting the need will take place. A Pupil Passport or Tracking and Monitoring Plan may be created.
- A review panel will discuss a reasonable adjustment report to assess the level of need and support College can offer. The level of need is reviewed by a multidisciplinary team to ensure that College's provision is able and appropriate given the barriers to learning.
- Where it is deemed reasonable to provide SEN support, College notifies parents of the adjustments, support, interventions and any teaching strategies or approaches that are put in place together with the outcomes sought, expected impact on progress, development or behaviour, and a review date of the pupil's Learning Plan. Parental involvement is encouraged to reinforce and contribute to progress at home.
- Where College concludes an adjustment is not reasonable, College is not obliged to provide it or can charge for it. Where it is reasonable, College will be expected to make that adjustment and pay for any costs associated with it. A family, in consultation with College, may request additional resourcing beyond what was deemed to be reasonable. Such requests would be chargeable under the normal fee structure.
- Planning will involve, for example, a review of baseline data, academic reports, feedback from teaching and pastoral staff, specialist or medical reports and feedback from parents' meetings.
- Pupils agree the adjustments, support and interventions put in place to meet the needs identified.
- Parents are made fully aware of the planned support and interventions.

Do

- High Quality teaching in the classroom including differentiation and strategies stated on a Pupil Passport.
- Monitoring by a Tutor, Head of Year or Head of Division where SMART targets are implemented.
- Information about charges for Learning Support lessons is set out in the Terms and Conditions and Schedule of Fees.
- Where 1:1 specialist Lessons are appropriate, an agreed set of termly targets is set based on primary needs. 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. However, there is flexibility within lessons to respond to a pupil's immediate need. Lessons are tailored where reasonable to the College curriculum. Subject teachers work closely with specialist teachers to support the 1:1 interventions and link the targets to their classroom teaching.
- Pupils engage and reflect on the aims and intended outcomes of their interventions.
- Parents are involved by reinforcing and contributing to the student's progress at home.

Review

- This is undertaken by Teachers, Coaches and Head of Department (HoD) / Head of Year (HoY) / Head of Division (HoDiv).
- The effectiveness of any support and its impact on the pupil's progress will be reviewed at regular intervals (unless the pupil has a Tracking and Monitoring Plan, which will be reviewed as per the agreed timeline) and measured through sustained progress.
- Subject teachers provide evidence of progress. Progress for pupils receiving 1:1 support, is reviewed in their Learning Support comment, which forms part of their academic report.
- Parents can contact Learning Support coaches, the Head of Learning Support or Assistant Head of Learning Support at any time to discuss their daughter's interventions. Formal parents' meetings are also held each year.
- Provision will have an exit strategy and pupils will cease support (which may include individualised lessons) when sustained progress has been made, or it is deemed appropriate for the pupil to embark on the next step of the Pathway for intervention. If a parent or pupil expressly wishes for support/coaching to cease, the Head of Learning Support must be informed. The Head of Learning

Support or Head of Division may consult with the parents before any support is withdrawn to review any potential detrimental impact such withdrawal may have on the pupil's learning and progress.

- 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.

PROCEDURES FOR REFERRAL TO AN EXTERNAL PROFESSIONAL

- On completion of either the Cognition and Learning or Neurodevelopment Pathway, College may recommend an assessment with an external assessor. Rationale and recommended providers will be discussed with parents and, where appropriate, the pupil.
- Completed assessments, with a written report, must be passed to the Head of Learning Support where, if appropriate, the information will be made available to relevant parties as a Pupil Passport

ADMISSIONS

College is academically selective and welcomes all children who can make the most of the opportunities offered and flourish in its caring environment. College's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

College will treat every application from a SEN and disabled applicant in a fair, open-minded way. However, College will assess all applicants for admission on the basis of its standard selection criteria from time to time.

College endeavours to ensure that it is able to support fully the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the Director of Admissions at the start of the admissions process and before they undertake College's entrance assessments so that adequate provision can be made for them on the day. Parents are required to disclose such details in the confidential form appended to the Registration Form and provide a copy of any medical or educational psychologist's reports relevant to the same. College also requires evidence of the student's normal way of working from their current school, before putting any access arrangements and reasonable adjustments into place for the entrance test. Such reports may also be used to support a request, for example, for large print material, extra time, use of laptops or other special arrangements for College's entrance assessments.

Before an offer of a place is made, College will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) usually through discussion with parents, consideration of any professional reports and references from previous schools, consideration of history of need and 'normal way of working', as appropriate.

An offer of a place may not be made if College determines, following consultation with parents, that they are unable to meet and provide for a child's needs. College will always consider its obligations under the Equality Act 2010. Failure to disclose information linked to a SEN / disability would result in College withdrawing an offer of a place.

See also College's Admissions Policy.

PUPILS WITH MEDICAL CONDITIONS

College recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case, College will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP, which brings together health and social care need, as well as their special educational provision. College will work in conjunction with the

pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school.

College has adopted a systematic approach to support all pupils to ensure their needs are not overlooked and they receive support in a timely manner. College recognises the necessity of it being the 'right' support. For this reason, and in keeping with best practice guidelines, a systematic, phased approach to cognition and learning, autism and ADHD have been adopted in College. These pathways cover actions regarding initial concerns, Waves 1-3 support and signposting to trusted external providers for full diagnostic ASD or ADHD assessments. Details of these pathways can be found in appendix II.

PUPILS WITH AN EHCP

The needs of the majority of pupils with SEN will be met effectively through College's SEN support. However, where the child or young person 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 child. Parents are asked to consult with College before exercising this right. College 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). College does not have this right of appeal.

Where a prospective pupil has an EHC Plan, College will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. 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 College is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to College's obligations under the Equality Act 2010. College co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

ACCESSIBILITY PLAN

College's Accessibility Plan sets out College's plan to increase the extent to which disabled pupils can participate in College'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.

WITHDRAWAL

From time to time, the needs of a pupil may significantly change as they progress through College. College will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Principal, College is unable to meet the pupil's needs as they progress through the school (including any learning support needs), parents may be asked to withdraw their child. Consideration of College's obligations under the Equality Act 2010 will always be considered when reaching a decision concerning a pupil with a disability.

Fees in lieu of notice will not be chargeable in these circumstances.

ROLES AND RESPONSIBILITIES

All staff are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise) 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 and provision within College, together with the Leadership Team, which is overseen by College Council.
- Has overall day-to-day responsibility for the operation of this policy.
- 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), SEND Mentors and staff involved in delivering additional support and provides suitable Insets and skills training opportunities to ensure they are up to date with the profession's developments.
- Maintains the Learning Support Register, which contains the names of those with SEND/ additional needs and those receiving individualised lessons. Ensures that this is kept up to date.
- Ensures that the needs of pupils on the Learning Support Register are known by those who teach and care for the pupils concerned and that necessary information relating to the pupil's needs are shared with teachers and pastoral staff so that teaching practices are appropriate.
- 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.
- Oversees assessment of students for eligibility for access arrangements for public and internal examinations.
- Gathers supplementary evidence to support requests for access arrangements.
- Ensures parental insights are considered by College to support their child's needs.
- Ensures parents are involved in decisions about a pupil's progress and, if necessary, any future SEND provisions or assessments, e.g. 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.
- Manages specialist teachers and SEND Mentors and provides whole-staff training or advice on supporting pupils with SEND and learning needs.
- Reviews the effectiveness of Learning Plans with students, teachers, coaches, parents, Heads of Department or Leadership Team, as required.

Head of Learning Support liaises with:

- The member of the 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 and Health, College's Educational Psychologist and Safety Adviser to ensure that appropriate provision is made, as required.
- Parents, where their daughter requires additional support.
- Pupils to 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.
- 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 Head of Learning Support 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.

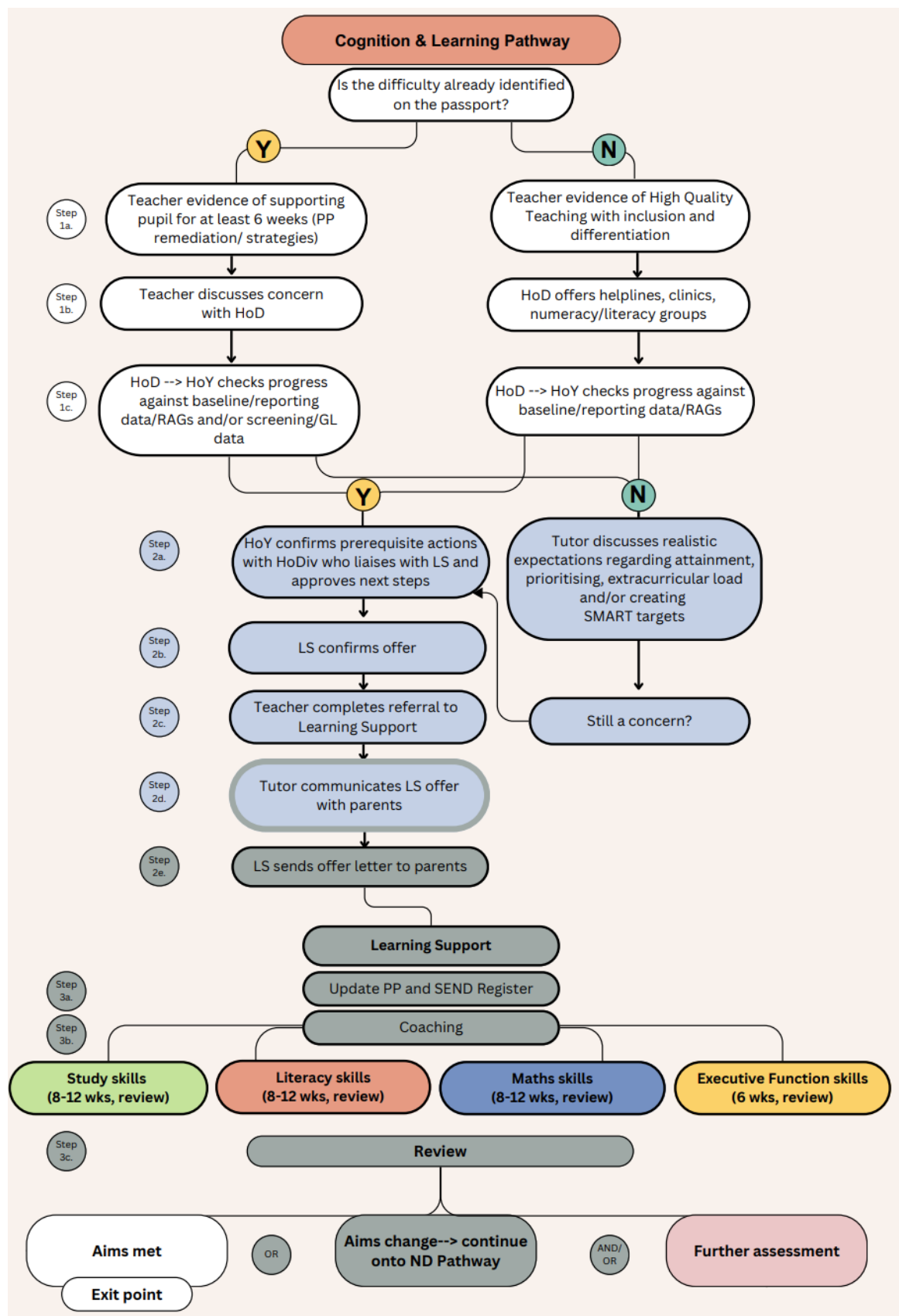
- The Music and Drama departments re ABRSM and LAMDA examinations that may require evidence for Access Arrangements.
- Feeder schools and parents of new entrants with a history of learning support.
- Outside agencies, e.g. educational psychologists, support organisations, advisory teachers, medical specialists etc., gathering background information for assessments where required and disseminating information about outcomes of assessments as appropriate.
- Admissions with regard to early assessments, admissions and access arrangements for taking the entrance tests.

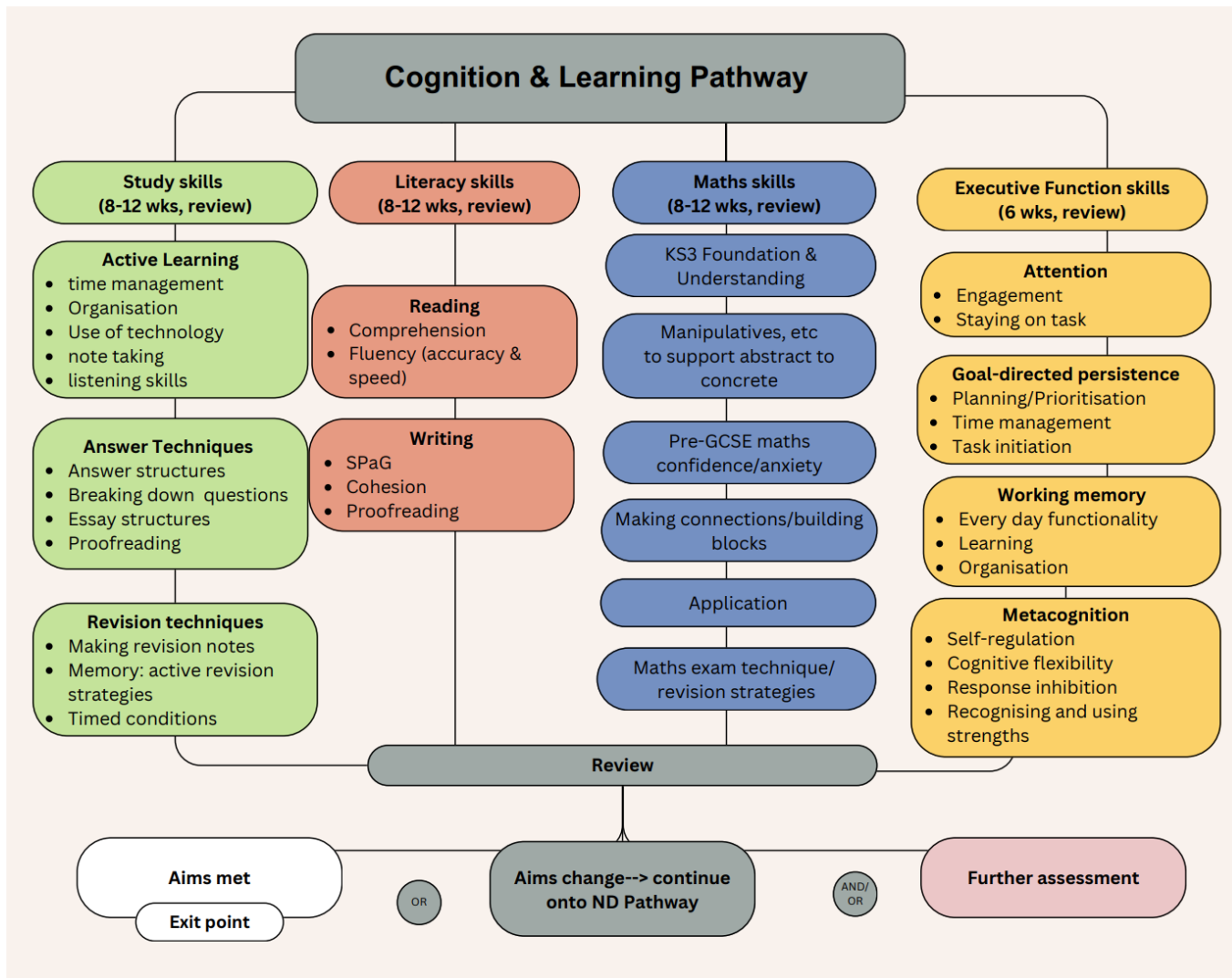
Subject Teachers:

- The learning needs of the pupils are a collective responsibility of all teachers: it is therefore expected that every teacher is a teacher of every pupil, including those with SEN. Subject teachers are accountable for the progress of pupils in their class and therefore before a pupil is identified they are expected to receive quality first teaching. This includes a differentiated curriculum where appropriate.
- 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 check Pupil Passports regularly, 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 Cognition and Learning Pathway

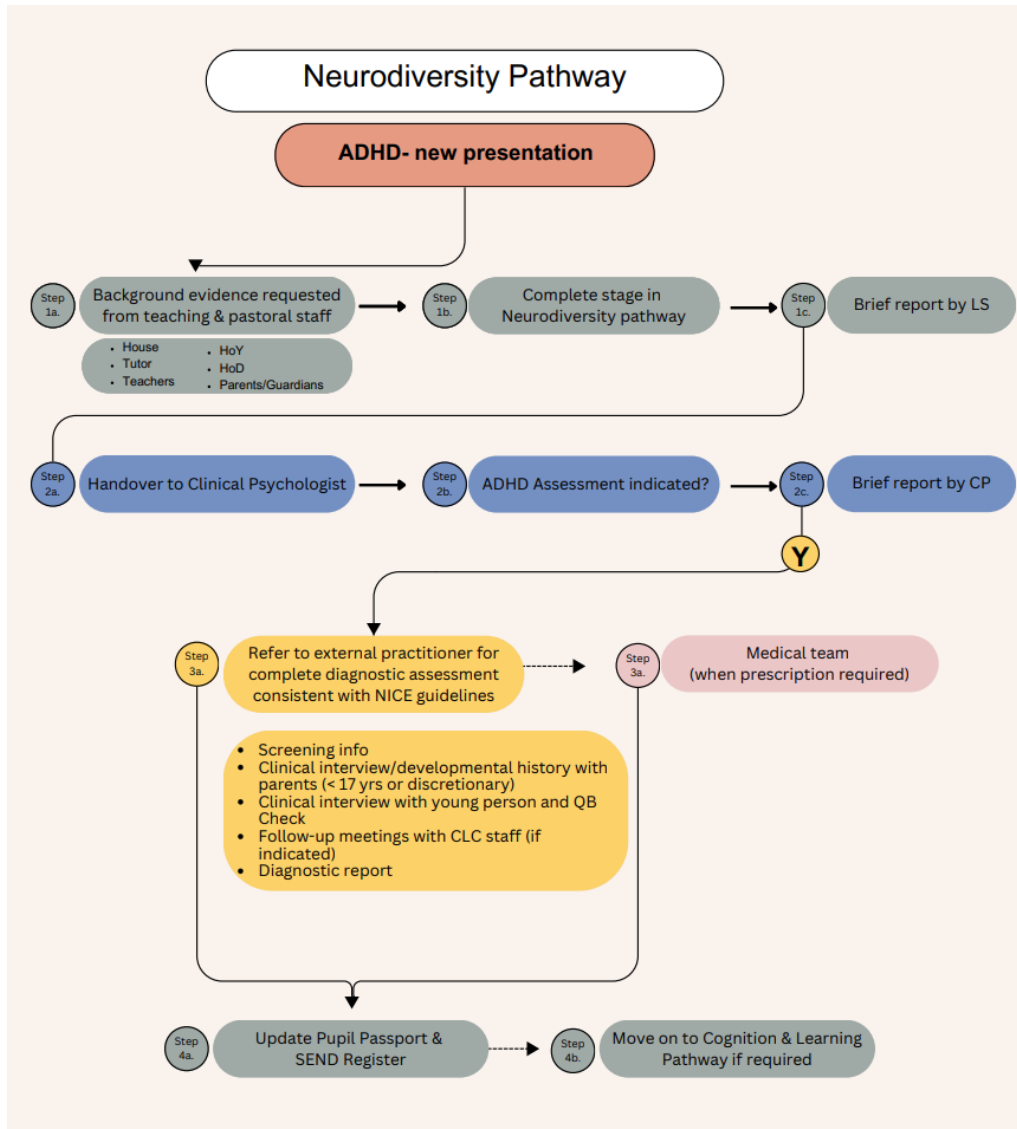
The below flow chart outlines the approach Learning Support follows in aiding pupils if a difficulty towards their learning is evident.





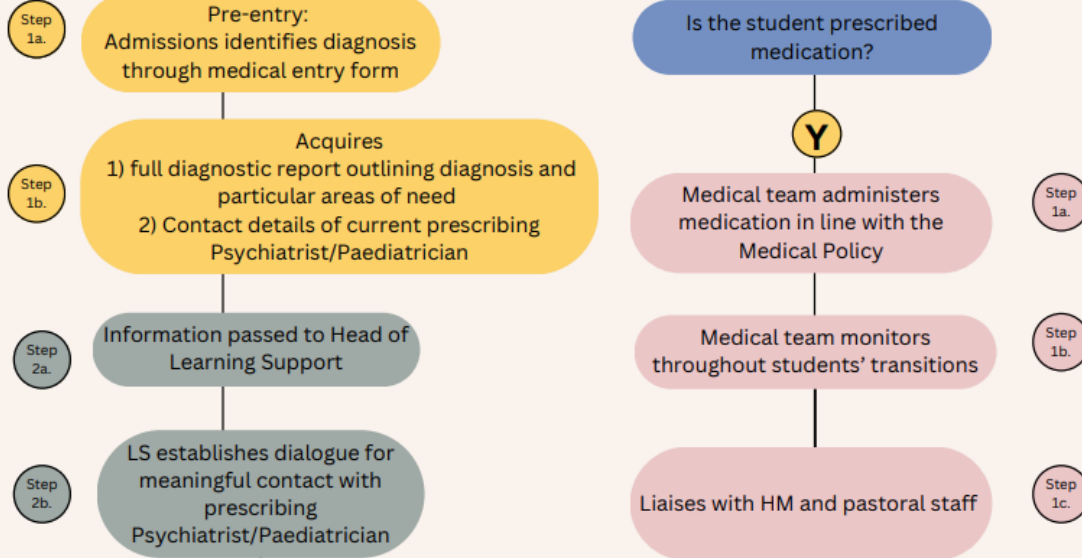
APPENDIX II NEURODIVERSITY PATHWAYS

The below flowcharts show how College supports pupils with new or existing presentation of either ADHD or ASD. The pathways have been devised using NICE guidelines, which supports best practise.



Neurodiversity Pathway

ADHD Pathway (Existing diagnosis)



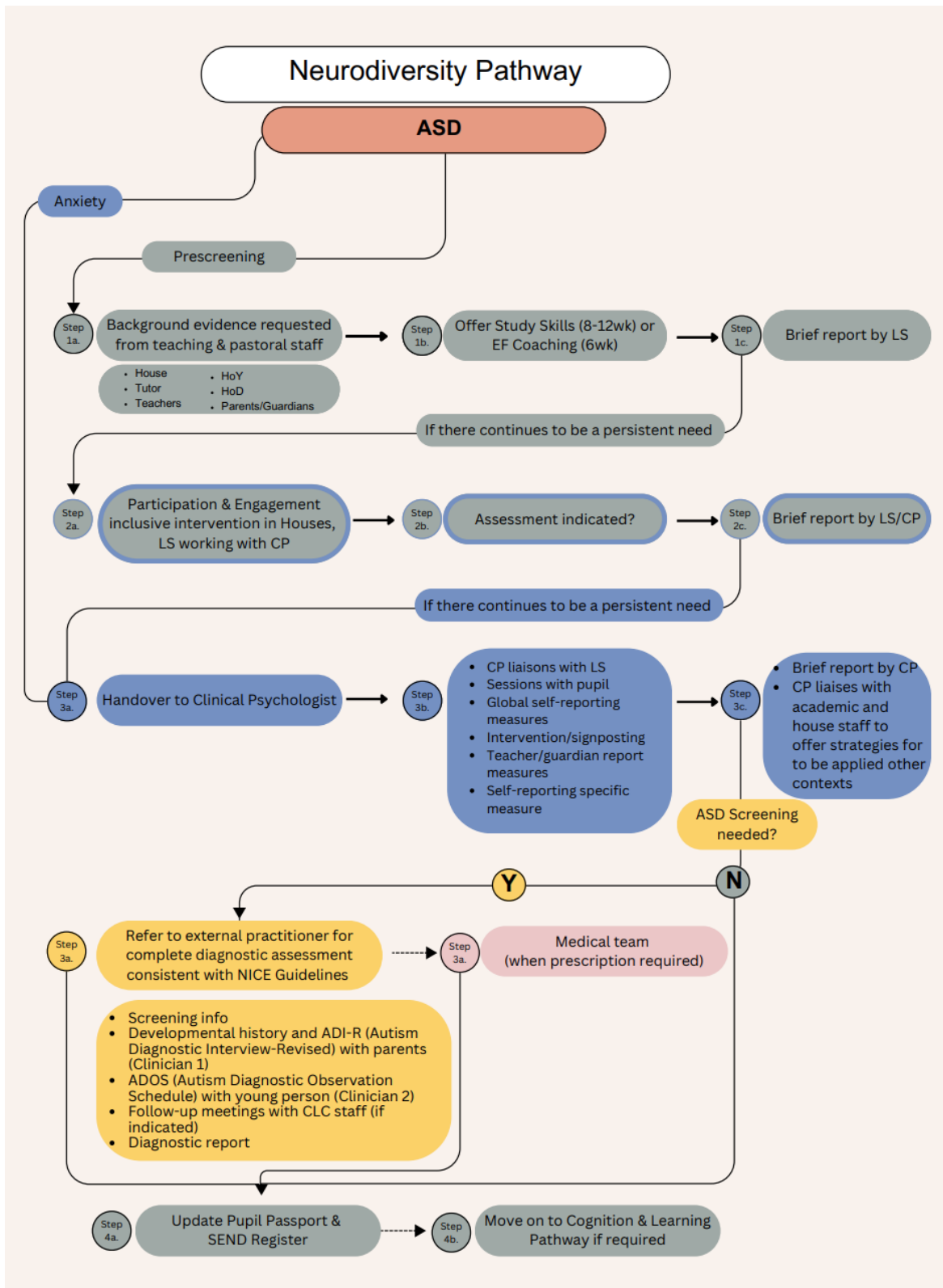
Transfer of care to a UK-based Psychiatrist/Paediatrician for borders

A UK-based practitioner is sourced who provides service inline with NICE guidance, and preferably has an existing relationship with CLC

Medical team works collaboratively with practitioner around prescribing and monitoring medication

Practitioner provides diagnostic report to guide teaching and pastoral staff on how to support the pupil with their learning.

Arranging a "shared care" agreement with the College GP who will continue to prescribe medication for use in College



APPENDIX III EXAM ACCESS ARRANGEMENTS

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 applied must provide appropriate evidence of need. Candidates would be required to complete a background pro-forma and/or a diagnostic assessment report (DAR) and/or a Form 8. The request must reflect the support given to the candidate in their current school. Confirmation will be sought from the student's current school.
- A reasonable adjustment required by a pupil who is disabled will usually be an access arrangement for an assessment.
- Where assessment arrangements would put a disabled applicant at a substantial disadvantage compared to an applicant who is not disabled, College will take reasonable steps to avoid that disadvantage. College is not however required to make adjustments to the academic or other standards being applied when conducting its entrance assessments.

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 i.e. 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 an assessment is carried out no earlier than the start of year 9.
- Assessments are carried out by members of the Learning support Department who hold current qualifications, or specialised assessor who works in conjunction with College.

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

Pupils new to SFC and 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 and evidence of the student's current normal way of working in College, will be required.

TRANSFERRING FROM GCSE TO GCE / IB: ACCESS ARRANGEMENTS

When a student progresses from GCSE to GCE/IB qualifications, a new online application for 25% extra time must be processed. An assessment conducted no earlier than the start of Year 9 (Part 2 of Form 8) recommending 25% extra time for GCSE examinations will be valid for GCE AS and A-level examinations. A fully completed Form 8 (Parts 1, 2 and 3), signed and dated, may roll forward from GCSE to GCE qualifications where the candidate meets the current published criteria for 25% extra time, i.e. the 2023/24 JCQ regulations, and no further assessment is required. However, so as not to give an unfair advantage, the SENCo or the assessor working with the centre must have available evidence, which clearly shows that 25% extra time is still needed for GCE AS and/or A-level examinations. Evidence from teaching staff that the student still has persistent and significant difficulties, and how these substantially impact on teaching and learning must be provided as evidence of the student's normal way of working specifically relating to GCE / IB examinations).

For any students requiring assessment, the Head of Learning Support or the assessor working with the centre, must have available evidence, which clearly shows that 25% extra time is still needed for GCE AS and/or A-level examinations and the candidate meets the current published criteria for 25% extra time.

APPENDIX IV – RETURN TO SCHOOL GUIDELINES

- 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 reasonably 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 or PEEP may be put in place to support the needs of the pupil.

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 e.g. 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 and pastoral support. 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 e.g. 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 (and any other professional) 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 external agencies 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 LA 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.

APPENDIX VI – RECORD OF REASONABLE ADJUSTMENT TEMPLATE



**CHELTENHAM
LADIES'
COLLEGE**

RECORD OF REASONABLE ADJUSTMENTS ASSESSMENT

Name:.....Year.....

Date Template was completed – Date of Next Review -

Ref to Review Board: Y/N Beale: Y/N Established Disability Y / N and Date recognised

Background information on Identified Disability including key dates:

Was the disability known, and reported during the admissions phase? Y / N

Did the disability become identified during time at College following the expected guidelines on assessing pupils for need? Y / N

Where College concludes an adjustment for disability is not reasonable, College is not obliged to provide it or can charge for it. Where it is reasonable, College will be expected to make that adjustment and pay for any costs associated with it.

In the particular circumstances, and taking into account the factors below, College provision will support the following reasonable adjustments. *(e.g., adaptations to a student's timetable, accessibility including location of classes, provision of equipment, 1:1 tuition, review of curriculum provision – including accessibility to practical subjects according to need).*

HoLS Signature -

Date

Name of Parents -

Date confirmation of adjustment explained / update to parents

FACTORS	GUIDANCE NOTES
<p>Nature of Disability/Need:</p> <p>Provide details of the provision or practice (e.g., school policy or rule, or way in which education is delivered) and explain how this puts the pupil at a substantial disadvantage compared to pupils who do not have a disability.</p> <p>Are there wider considerations that impact the pupils experience at school e.g. Sport, clubs, trips etc.?</p>	
<p>Details of possible reasonable adjustment(s):</p>	
<p>Are there any health and safety implications for the student?</p>	
<p>Views of the Child:</p>	
<p>Views of the school from Head of Division and HoLS:</p>	
<p>Views of the Parents/Guardians:</p>	

FACTORS	GUIDANCE NOTES
Views of professionals / relevant third parties with established and recognised relationship with College:	
<p>Cost</p> <ul style="list-style-type: none"> • How much does the adjustment cost? • Are there any other associated costs, for example in terms of staffing / training / other school resources? • Is there external provision outside the SEND budget e.g. Access & Inclusion, External Charity funds, donations, or LEA funding (EHC plan)? List any external support. • Potential Beale Candidate – does the provision go beyond the offer? The RAA needs to be referred to the IRB, email to bewh@cheltladiescollege.org. 	
Any other relevant comments:	
Consent obtained to share this information with appropriate parties within College:	YES / NO

Minutes of Review Panel

Outcome from Review Panel discussion:

Date: