



# LEARNING SUPPORT (SEND AND EAL) POLICY

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- 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 SEN or specific learning difficulty.
- Seeks to make appropriate provision and support available to remove barriers to learning.
- Seeks to ensure that pupils with SEN engage in activities alongside pupils who do not have SEN.
- 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.

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.

## SEN INDICATORS AND BROAD AREAS OF NEED

A pupil is recognised as having SEN 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 (includes ASD).
- Cognition and Learning (includes moderate learning difficulties and specific learning difficulties such as dyslexia and working memory deficit).
- Social, emotional and mental health (includes ADD and ADHD).
- Sensory and physical needs (includes 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 SEN Code of Practice (2014) 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 EAL, Literacy Skills, Study Skills and Mathematics.

## TO MEET THESE AIMS

### Identification of SEN and Provision

College adopts a graduated response to identification of SEN 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 SEN

- Assess  
Assessing need starts with identification. A pupil's needs may be identified through:
  - Admission procedures and screening of new entrants.
  - Analysis of MidYIS and ALIS results.
  - 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 SEN

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 together with the outcomes sought, expected impact on progress, development or behaviour and a clear date for review. Parental involvement is encouraged to reinforce and contribute to progress at home.
  - 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 profile which contains the appropriate SEN 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 in order 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.
- 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 featuring the areas 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.
  - Pupils 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.

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<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 Lead Nurse, HoLS and Head of Pastoral Care.

- Any queries relating to the nature of a pupil's coaching / LS support can be discussed directly with the coach or Head of Learning Support.
- 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.
- 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 Exams 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 SEN within College.
- Effectively manages SEN resources (financial and human) within College, utilising best value principles which demonstrates good value-added progress, in relation to SEN 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 SEN / 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 Profiles.
- Makes subject teachers and tutors aware of specific learning targets for pupils receiving intervention via coaching.
- 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

SEN provisions or assessments, eg individual screening by the Head of Learning of 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 SEN / 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 SEN and learning needs.
- Review the effectiveness of any individual pupil's Individual Learning Programme 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, Housemistresses, Lead Nurse, 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 inclusive 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.
- Learning Support Representatives from each department in College.
- 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 profile, history of need, current provision and learning support termly targets on a pupil's T&P Form (Targets and Progress Form).
- Staff are encouraged to check regularly the Learning Support Register on SharePoint and the SEN Report iSAMS where such information is held and updated.
- 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 SEN, LDD 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 Profile – linked to the Learning Support Register and is also recorded on iSAMS.
- 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 separate accommodation. It is invigilated by the HoLS, learning support coaches and UC4 staff (organised by the UC Divisional Assistant).

All access arrangements are subject to current, IB and JCQ regulations and guidelines and further information can be found within the public exam policy.

### ACCESS ARRANGEMENTS FOR ENTRANCE TESTS

Pupils with a diagnostic assessment report written by an Educational Psychologist or suitably qualified SASC registered Specialist Teacher Assessor that has been carried out within 26 months of the pupil taking up her place in College (ie from Year 5 onwards) if she is entering LC1 or the pupil's first year of secondary phase education, if she is entering LC2, 3 or UC4) will qualify for extra time if:

- This is a specific recommendation in the report (a copy of the report should have been sent to Cheltenham Ladies' College).
- The candidate's current school can confirm this is her 'normal way of working'.
- The amount of extra time granted ie 25% is stated on the pro forma sent to schools with entrance examination papers.
- Students entering SFC1 must produce a copy of Form 8 used for their GCSE examinations.

### ELIGIBILITY FOR ACCESS ARRANGEMENTS: LOWER COLLEGE

#### LC1, 2 and 3:

- Previous access arrangements (ie extra time in tests and exams) that have been the student's normal way of working will be honoured in the first year if they are thought to be appropriate by the Head of Learning Support.
- They are awarded on the basis of compelling core (diagnostic assessment report) and supplementary evidence (classroom evidence from subject teachers - including extensive history of need and normal way of working).
- For LC1, core evidence must come from a diagnostic assessment report carried out within than 26 months prior to the pupil joining College; for LC2 and 3, core evidence

must come from a report or assessment carried out since the pupil commenced secondary phase education.

- A review of exam performance, together with classroom evidence, determines whether it is appropriate for a pupil to continue with such arrangements.

## 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 writes a summary report on the pupil's academic report for the summer term. This alerts pupils and parents of recommended changes to access arrangements. Additional needs may change over time. 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 ie marks gained.

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.
- If an exam script DOES NOT feature any green pen – indicating that extra time was not used, the script does not need to be copied for 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 recommend 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 the Educational Psychologist 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 joining Upper College claiming Access Arrangements but who do not have:

- A copy of Form 8.
- A current diagnostic assessment report from an Educational Psychologist or Specialist Teacher with core evidence that meets the criteria

- Transfer to College without supplementary evidence from their previous school (documented history of need and evidence of normal way of working) will have to undergo an assessment for eligibility. Normally this will be carried out by the Head of Learning Support or the Educational Psychologist who works in conjunction with College.
- Pupils will NOT be granted access arrangements in internal test and examinations until this has been established.

#### TRANSFERRING FROM GCSE TO GCE AS AND A2: ACCESS ARRANGEMENTS

Reports recommending extra time for GCSEs may be valid for GCE AS and A2 examinations, if there is compelling evidence that the pupils used their extra time in their GCSE examinations and this is supported with comments and observations from teaching staff on how the pupil used her extra time and reasons why she needs it.

A current, hand-signed Form 8 is required with an assessment report by a qualified Specialist Assessor for any pupil transferring to College had Access Arrangements at her previous school.

## APPENDIX ii

### Academic English (EAL) and IELTS POLICY

The term EAL is used when referring to pupils whose main language at home is a language other than English.

#### AIM

- Pupils with EAL needs will be offered full access to a broad, balanced and relevant education which will not discriminate against them. Pupils will be assisted to become more proficient in English with the aim of closing the gap between themselves and their peers.

#### OBJECTIVES

To ensure that:

- College admits pupils with EAL needs who fulfil the admission requirements (refer to the Admissions Policy and Joining Information for Parents).
- Academic English lessons may be offered as a condition of entry. Any information regarding the history of an EAL pupil's English language learning is passed on to HoLS and Academic English Coach and then disseminated as a Pupil Profile.
- All new pupils are screened diagnostically on entry by the Head of Learning Support to ascertain their level of listening, reading, and writing skills. English teachers, the teacher in charge of IELTS and Academic English Coach identify those whose speaking skills need developing.
- All staff (academic, pastoral and medical) are familiar with the SEND Policy and aware of their role in supporting pupils with EAL.
- There is collaborative working with academic and pastoral staff and the Head of Learning Support to support the English needs of a pupil as effectively as possible in order to narrow the attainment gap between EAL pupils and their peers.
- There is regular monitoring during a pupil's life at College to ensure that difficulties in achieving her potential are detected as soon as possible.
- Specialist Academic English teaching is provided based on a programme of individual or small group lessons relevant to College's curriculum.
- The lessons may follow an appropriate external examinations course to enable them to attend university (IELTS).
- The pupil develops positive self-belief through encouragement and guidance.
- When Academic English lessons cease, pupils are monitored to ensure they continue to make the progress of which they are capable.
- The importance of the pupil's first language and the additional experience and perspective that this brings to College is recognised and valued.
- Parents are involved in any key decisions relating to their daughter's Academic English provision.

#### CHARGING

The school will charge all pupils who have a programme of individual or group specialist teaching.

### APPENDIX iii

#### 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.
- The 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.
- 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
  - Lead Nurse
  - Health and Safety Adviser
- The College will at all times 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

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 Housemistresses, 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.

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 EDUCATION PLANS

- The 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 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.
- The school 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 take into account any gaps in a pupil's learning resulting from missed or interrupted schooling.

### REINTEGRATION

- The College recognises the key role it can play in ensuring successful reintegration of pupils returning after a period of illness.
- We will provide support, together with the Hospital Teaching Service to assist a smooth reintegration back into school.
- We will work in partnership with parents and medical staff, to ensure a flexible approach to meeting the pupil's needs.
- We 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.
- We will consider exempting pupils from the full range of Curriculum arrangements on a temporary basis whilst they readjust to school life.
- The Head of Learning Support and Lead Nurse 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.
- We will encourage contact with peers through visits, cards and emails where possible 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.