



## Claremont Fan Court School

### Policy: Individual Needs

**Policy Statement:** At Claremont Fan Court, individual needs is the umbrella term used to describe pupils who may have special educational needs, disabilities or specific learning difficulties. This policy applies to all areas of the school, including Early Years Foundation Stage

**Related Policies:** The policy and procedure should be read in conjunction with Claremont Fan Court's policies on Disability and Accessibility, Admissions, mental health and safeguarding.

At Claremont Fan Court School we value the abilities of all pupils and endeavour to cater to the needs of every child as an individual. We embrace equal opportunities for all and are committed to each pupil's participation in all aspects of school life.

The School endeavours to ensure that pupils with individual needs can fulfil their potential and achieve optimal outcomes by providing a supportive environment where there are high expectations for attainment and behaviour and a strong pastoral team to support personal growth and wellbeing.

The school recognises that all teachers share the responsibility for identifying and responding to the individual needs of their pupils. High quality teaching and appropriate personalised learning is recognised as the first step in a graduated response to pupils with possible special educational needs and/or disabilities.

This policy is written with due regard to Part 3 of the Children and Families Act 2014 which relates to children and young people with SEN aged 0 – 25, the SEND Code of Practice 2014 and the Equality Act 2010. The School will not discriminate against pupils with any disability whilst bearing in mind the following factors:

- Health and safety implications
- Available resources and expertise
- The nature of the School buildings and site

### **Definition of SEN (Clause 20 of the Children and Families Act 2014)**

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 him or her.

A child or a young person has a learning difficulty or disability if he or she:

- i. has a significantly greater difficulty in learning than the majority of others the same age, or
- ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **The four areas of special educational need**

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

### **Definition of Disability (Equality Act 2010)**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

### **Aims and Objectives**

- To enable each pupil, whatever the degree of learning difficulty or disability, to access the curriculum so that they can reach their full potential and enhance their self-esteem.
- To identify, assess and provide the most effective support as early as possible for pupils with individual needs.
- To use best endeavours to meet the needs of all pupils who have a learning difficulty, special or additional educational need or disability by offering appropriate forms of education provision by the most effective use of educational resources.
- To communicate and liaise with parents of children with individual needs and aim to work in partnership with them to support their child.
- To liaise with and strive for close cooperation with external agencies and visiting specialists with regards to pupils with SEND.

- To foster a can-do approach that aims to help pupils identify and develop strategies and methods of working that allow them to become independent learners and attain their potential.
- To stimulate and maintain pupil curiosity, interest and enjoyment in their own education and to develop resilience and confidence amongst pupils.
- To teach using a multi-sensory approach and to encourage pupils to discover their individual learning styles.
- To encourage a “whole-school” approach to the provision of support for pupils with individual needs and to foster an atmosphere of high tolerance and understanding together with high expectations and aspirations.
- To adhere to the statutory requirements of the Equality Act 2010 and ensure there is no discrimination against pupils with physical, sensory or learning disabilities, whilst taking into account the constraints of the historic building and site.
- In accordance with the Equality Act 2010, Claremont Fan Court School makes reasonable adjustments to enable pupils with disabilities to access the curriculum on offer and to avoid placing them at a substantial disadvantage.
- To be transparent about what the school can provide.
- To create a safe and secure learning environment for all pupils and ensure that no pupil’s education is impaired by the behavior of another pupil.

**Coordination of IN Provision**

Responsibility for coordinating provision in each School is as follows:

Senior School	Christine Gierhart
Preparatory School	Antonia Buczel
Pre-Preparatory and Nursery School	Antonia Buczel
Governors with Responsibility for IN	Judy Williams and Andrew Sutherland

## **Procedure:**

### **Section A – Senior School Procedure**

Claremont Fan Court Senior School is a medium, moderately selective independent school of about 450 pupils from Year 7 – 13, which offers a broad and balanced, challenging/stimulating academic curriculum. The majority of pupils at Claremont Fan Court School do not have “significantly greater difficulty in learning than the majority of children the same age” or “a disability which prevents or hinders him or her from making use of facilities” and will have their needs met in the mainstream classroom. A very small number of pupils experience more difficulty than the majority of their peers in one or more areas of the curriculum and may require additional support to help them to reach their full potential. On the whole the majority of these pupils typically have mild specific learning difficulties. The School has a small department to support these pupils.

The School will monitor pupil intake and ensure that pupils with individual needs are capable of coping with and independently accessing the curriculum. Educational Psychologists’ reports and other such documents are discussed with the Head of Individual Needs/SENCO before final decisions are taken on pupil admission. Decisions about the suitability of the school for pupils with SEND are made on a case by case basis.

The Head of IN works closely with the senior managers: Head teacher and Deputy Head teachers, Academic and Pastoral, Heads of Year, Heads of Faculty and Care Centre staff to support the academic and pastoral well-being of pupils, to identify possible SEND/IN and plan any additional support that may be needed.

The School operates a graduated approach to provision of additional support. The goal is to equip pupils with the skills and strategies they need to operate as successful and confident independent learners.

The School provides a reasonable but limited centrally managed service of learning support (which the SENCO will direct as necessary) to support teachers in differentiating and personalising the curriculum for certain pupils in lessons.

It is the expectation of this School that children can work independently by the start of Year six and should be able to access the Senior School curriculum without the support of a designated Learning Support Assistant (LSA) in the classroom.

It is not our policy to permit parents to fund a learning support assistant for their child.

Pupils with a statement of special educational needs or an Education, Health and Care Plan (EHC Plan) will be considered for entry to the senior school on a case by case basis with the Head of School.

Pupils with a statement or EHC Plan who meet the entrance criteria for the senior school may have a designated learning support assistant who works with them in their lessons and any private study periods. This support is funded through the pupil’s statement/EHC Plan.

The IN Department offers advice and support generally to subject teachers and other departments on employing differentiated teaching methods and resources to allow individual pupils to access the curriculum.

The IN staff provide expertise in the education of pupils with specific learning difficulties and can provide care and support for a small number of pupils with physical and sensory disabilities.

For some pupils, a reduced curriculum is advisable and in the Senior School the Individual Needs Department provides small group or individual tuition to support normal curricular work, to enhance key skills in numeracy, literacy and organization and study skills.

There is an additional charge for individual lessons with a specialist teacher.

### **Roles and Responsibilities**

The overall responsibility for pupils with SEND/individual needs lies with the Head of School. The responsibility for the management and coordination of individual educational provision lies with the Head of the Individual Needs Department/SENCO who is supported by a small team of part-time specialist teachers and learning support assistants.

All teachers are responsible for the SEND/individual educational needs of pupils in their lessons and are required to anticipate a pupil's individual learning needs in order to overcome barriers to learning. Details of a pupil's individual needs and suggested strategies for support can be found on the staff shared drive.

### **Identification, Assessment and Provision for Pupils with Individual Needs**

#### **Identification**

Identification of pupils with individual needs is achieved through:

- Information from feeder schools.
- Information from Claremont Fan Court Preparatory School. The Senior School SENCO undertakes regular liaison with the SENCO, Preparatory School to discuss continuity of individual provision for pupils.
- Information from the application form for admission to the School.
- Expressions of concern from heads of year, teachers, parents or pupils themselves.
- Information from the School's entrance exam and assessment process, for example, cognitive assessment tests (CATS), Lucid Exact and Rapid literacy assessments administered in the autumn term of the year in which the pupil joins the school (Yrs 7- 9). These assessments are held in the last week of September and first week of October.
- Information supplied from Educational Psychologists, Occupational Therapists, Speech and Language Therapists and other such specialist reports.
- Information from half-term grade cards, tests and exams.
- Formal assessment (see below)
- The Head of IN sits on the Head of Faculty, Head of Year, Care Centre committees and Admissions Panel to remain fully aware of any academic, pastoral or medical issues or concerns regarding particular pupils.

- The Head of IN and Deputy Head meet weekly to discuss pupils of concern and may implement changes to a pupil's curriculum and organise reasonable adjustments to accommodate a pupil's individual needs.

## **Assessment**

Where concerns are raised regarding a pupil's progress, or concerns arise from a discrepancy between a pupil's entrance assessment and cognitive ability scores, the Head of IN/SENCO undertakes the following action:

- Gathers information from teaching staff
- Observation of the pupil in lessons by the Head of IN or LSAs.
- If relevant, undertakes a preliminary formal individual assessment of the pupil to determine if there are any underlying difficulties.
- Contacts the parents with the results of the assessment and refers them to other external specialists where appropriate e.g. educational psychologists, occupational therapists.
- Communicates the results of the assessment to the HOY and subject teachers.
- Where relevant, records the results on the IN List together with strategies and/or reasonable adjustments for teaching (IN List: Tab 1 SEND, Tab 2: Learning Differences.)
- Plans any necessary support in class or on a withdrawal basis.

When organising assessments within School, priority is given to pupils in public exam years. In younger years parents may seek private assessments if they wish.

## **Provision: A graduated approach**

The majority of pupils at CFC with a diagnosed specific learning difficulty do not require additional teaching support but may need adjustments made in the classroom, for example, particular strategies or time allowances in lessons or access arrangements, such as extra time, in examinations. These pupils are detailed on the IN List (Tab 2: Learning Differences) in order to raise staff awareness of a pupil's specific area of difficulty and to highlight the need for particular strategies or testing arrangements in lessons.

Where there are concerns about a pupil's progress, the following action may be taken as part of a graduated response to individual educational needs:

- Provision of advice to teachers regarding strategies for teaching and learning
- Support by the school LSA in one or two targeted lessons
- Occasional withdrawal from lessons for specific individual/small group reinforcement work with LSA as directed by the teacher
- Review of the outcome of in-class support.
- In consultation with parents, an assessment may be organised and/or referral to external agencies may be made.
- Personalization of a pupil's curriculum may be recommended (see below for arrangements for individual specialist lessons and study group support).

When considering appropriate provision the needs of the whole child are taken into account to ensure an appropriate balance between academic progress and emotional well-being.

## **Individual Specialist Lessons**

Individual support outside of the classroom generally takes the form of one support lesson per week. In Year 7 – 9 this is organized by withdrawal from subject lessons such as modern foreign languages, drama, music, art and technology. In practice, this means that the subject chosen for withdrawal is given up. If this subject involves more than one lesson per week, for example, French or German, pupils use the additional lesson for supervised private study in the library.

Specialist teachers undertake informal and formal assessment of pupils in individual lessons and in consultation with pupils and subject teachers, set relevant targets to work towards. These targets are reviewed at least twice a year. Progress is monitored, both qualitatively and quantitatively within the context of the individual lesson and the overall curriculum .i.e. half-termly grade card, end of year exams.

These specialist lessons incur an additional charge.

## **Study Support Groups**

In Years 10 and 11, some pupils follow a slightly reduced curriculum and join a study support group in place of one option subject. In the study support group lessons pupils are given extra support in English and maths, learn study skills and are given the opportunity to complete prep under supervision and guidance.

Drop in study support groups are also available for students in Year 12 and 13.

## **Pupils with English as an additional language (EAL)**

Pupils with English as an additional language (EAL) are included on the IN list: Tab 3 EAL list. EAL pupils should have sufficient proficiency in English in order to access the curriculum independently. Where pupils wish to have additional support it is recommended that any specialist tuition for development of English for EAL pupils is sought outside of school.

The School recognises that EAL is a different learning need from a learning difficulty or special educational need and disability. However, where an EAL pupil does not make the expected progress, consideration needs to be given to there being another underlying learning difficulty or special educational need.

## **Pupils with Statements/EHC Plan**

The Statement is a document which sets out both the educational and non-educational provision required by the pupil to access the curriculum. The Children and Families Act 2014 and SEN Code of Practice 2014 have brought an integrated approach to pupil's education, health and care and Statements will gradually be replaced by these EHC Plans.

The SENCO, on behalf of the Head Teacher, is responsible for arranging liaison with the LEA Advisory Teachers, fulfilling the requirements laid down by the statement/EHC Plan, carrying out the Annual Review and producing the subsequent report, which is sent to the LEA and interested parties.

Claremont Fan Court School has experience of supporting pupils with Statements for hearing impairment.

### **Supporting Pupils with Medical Conditions**

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan and where this is the case an integrated approach is taken and the SEND Code of Practice 2014 is followed.

The School has a Care Centre staffed by two part-time qualified nurses who support pupil welfare through high quality medical care. The Care Centre can provide advice to staff about pupils' medical needs. The School also employs a counsellor who can meet with pupils on a short-term basis to discuss matters of concern. A link committee comprising the Head of Senior School, Deputy Head of Senior School, Head of IN and Care Centre nurses meets on a regular basis to facilitate liaison between the Senior School, the Care Centre and Counsellor and to devise individual care plans as necessary.

The School uses its best endeavours to support pupils with medical and/or mental health issues and can personalise a curriculum to support a pupil's continued access to education. For a pupil who is unable to attend school, a member of the IN Department can act as Home-School liaison.

The School offers mindfulness courses to pupils to help them develop resilience and equip them with strategies and skills to manage everyday stress and/or anxiety.

### **Review and Monitoring of Progress**

Progress is monitored in a number of ways as follows:

- Regular communication between IN staff and subject teachers and Heads of Year.
- Weekly meeting between Deputy Head and Head of Individual Needs
- Half termly meeting between Head of IN and LSAs
- Half term grade cards and academic reviews.
- End of Year exams.
- Informal and formal assessments in the IN Department.
- Screening assessments in reading comprehension and spelling.

### **GIFTED, TALENTED AND INTERESTED**

Pupils who may be gifted, talented and interested are identified in a number of ways:

- Entrance test process
- CATs data
- Observation in class and co-curricular activities
- Scores related to underlying ability from EP reports

Departments cater for gifted, talented and interested pupils in several ways ranging from differentiated work or projects to attendance at lectures and involvement in competitions or challenges. Please see individual faculty/department handbooks.

### **Public Exam Arrangements**

Qualification for Access Arrangements in GCSE and A Level exams (such as extra time, use of a word processor, bilingual dictionary, reader or scribe) is subject to the regulations and guidelines produced annually by the Joint Council for Qualifications (JCQ).

The School must be certain that an access arrangement is a pupil's normal way of working and that there is clear and compelling evidence of the following:

- Current assessment results in the form of standardized scores to support the need for the access arrangement, undertaken no earlier than Year 9.
- A history of need.
- A history of provision.
- Evidence from class teachers that the arrangement is required and appropriate.

The IN Department will undertake assessments for GCSE and A Level access arrangements during Year 9 and, where necessary, again at Year 12. If a parent decides to commission a private assessment they must ensure that the assessor contacts the school via the Head of Individual Needs prior to the assessment. Without this contact before the assessment, the school will not have the opportunity to provide background information on the pupil and the assessment will not be valid for JCQ access arrangement purposes.

### **Internal Exams**

Reasonable adjustments may be made in internal tests and exams for those pupils where it is considered there is evidence of need and/or it is their normal way of working in class.

The Head of IN monitors pupils' use of access arrangements from Year 7 onwards to build up evidence of need for future public exams and to ensure that any provision made is an appropriate and reasonable adjustment which enables a pupil to demonstrate their skills and abilities.

### **Inset**

The Individual Needs Department offers support and training to teaching staff as follows:

- Workshops on how to support pupils with individual needs
- Meetings to discuss strategies to support individual pupils of concern
- External advisors are invited in to meet with and support teachers e.g. advisory teachers of the deaf.
- Staff inset on understanding and using data from CATS/Yellis assessments

### **Communication and Partnership with Parents:**

The School endeavours to work in partnership with parents to identify and support any pupils with individual or special educational needs and learning difficulties.

Pupils having individual lessons will set targets in conjunction with the specialist teacher who also liaises with subject teachers. These targets are sent home to parents throughout the year.

The Head of IN and specialist teachers are available at parents' evenings and also to meet with parents at other times throughout the year to discuss progress and any concerns.

## **SECTION B Pre-Preparatory and Preparatory School**

The above procedures and objectives are very similar for the Pre-Preparatory and Preparatory School in almost all areas. The structure of the department differs in that there is a SENCO in both the Pre-Preparatory and Preparatory Schools who is also an IN teacher teaching children for one or two lessons per week. These lessons can sometimes be shared lessons.

In the Preparatory School there are additional part time qualified IN teachers teaching children individually for one or two lessons per week. They work closely with the form teachers and timetables are negotiated together to best suit the needs of the child and the constraints of time. In the Preparatory School there are also 2 part-time teachers qualified to support pupils with English as an additional language (EAL). Pupils requiring assistance to develop their English and access the curriculum generally receive one or two EAL lessons per week and this is organized by withdrawal from class lessons.

The SENCO ensures that staff are fully informed as to the special educational needs of any pupils in their charge. Where appropriate, staff are given details of Reading Ages and other screening data. The Individual Needs Department holds records of pupils on the IN register. A copy of the IN register is accessible to all staff on the staff shared network and is regularly updated. Staff are also encouraged to consult individual pupil files in the offices of either the Pre-preparatory or Preparatory School secretary.

IN staff support teachers in the preparation of targets and IEPs for the pupils they teach and also monitor their progress.

All children in Reception are screened to detect any early signs of dyslexia in the summer term having had almost a full year of teaching by this stage. For a child with an 'at risk' screening score, the parents are invited to meet with the child's class teacher and the IN teacher to discuss the results and how best to support the child. IN lessons may be recommended at this stage or half termly monitoring.

In the Nursery, the PREST (Pre School Screening Test) is carried out with those children who are identified as having difficulties.

Other year levels follow a rolling timetable of assessments such as INCAS and CATs testing, to track pupil progress and monitor any areas of special need for intervention purposes.

The Gifted and Talented Policy for the Preparatory School is available on the Whole School Z Drive/policies.

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