CLAREMONT
FAN COURT SCHOOL

POLICY AND PROCEDURE:

INDIVIDUAL NEEDS (SEND) (including Education, Health and Care Plan and arrangements for pupils for whom English is an additional language)

Policy

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 special educational needs (SEND) aged 0 – 25, the SEN and Disability 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 special educational needs 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 with individual needs 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 special educational needs (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 individual needs provision

Responsibility for coordinating provision in each school is as follows:

Senior school	Victoria Phillips
Junior school	Linda McChesney

Procedure

Senior school

Claremont Fan Court senior school is a moderately selective independent school of approximately 800 pupils from Year 7 – 13. The school is committed to an inclusive approach to learning and offers a broad and balanced curriculum to all pupils. The majority of pupils at Claremont Fan Court School will have their needs met in the classroom. A small number of pupils may require additional support to help them to reach their full potential. 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 director of individual needs 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 director of individual needs works closely with the head and senior deputy head (academic), deputy heads (pastoral and academic), heads of house and year, heads of department 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 where appropriate.

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 an Education, Health and Care Plan (EHC Plan) will be considered for entry to the senior school on a case-by-case basis.

Pupils with an 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 EHC plan.

The individual needs department offers advice and support generally to subject teachers and other departments on employing differentiated teaching methods and resources.

The individual needs 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 organisation 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 the school. The responsibility for the management and coordination of individual educational provision lies with the director of the individual needs department/SENCO who is supported by a second in department and a small team of part-time specialist teachers, two learning support assistants and care centre and individual needs administrator.

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 IN register which is shared with all teaching staff.

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 junior school. The senior school SENCO undertakes regular liaison with the head of individual needs (SENCo), junior 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 house/year, teachers, parents or pupils themselves.
- Information from the school's entrance exam and assessment process, for example, cognitive assessment tests (CATS), 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 early 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.
- Under performance in tests and exams.
- Formal assessment (see below)
- The director of individual needs sits on the heads of department committee, heads of house committee and care centre committee to remain fully aware of any academic, pastoral or medical issues or concerns regarding particular pupils.
- The director of individual needs and the deputy head academic meet 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, the director of individual needs/SENCO undertakes the following action:

- Gathers information from teaching staff
- Where appropriate, observation of the pupil in lessons by the director of IN, second in IN or LSA.
- Contacts parents and enquires about recent eye tests and requests completion of vision questionnaire.
- If relevant, undertakes a preliminary formal individual assessment of the pupil in school by the SENCo or specialist assessor 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, clinical psychologists or other specialists
- Communicates the results of the assessment to the HOH/Y and subject teachers.
- Where relevant, records the results on the IN-register list together with strategies and/or reasonable adjustments for teaching and access arrangement lists.
- Plans any necessary support in class, at lunchtime clinics or on a withdrawal basis.

Provision: A graduated approach

The majority of pupils with individual needs at CFC do not require individual specialist lessons but may need adjustments to be made in the classroom. These pupils are detailed on the IN register, as pupil monitoring, in order to inform teachers about a pupil's specific area of difficulty, as well as strengths, and to highlight the need for particular strategies

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
- Discussion/support with member of the IN team in lunchtime clinic/club: Support for Learning
- In consultation with parents, an assessment may be organised and/or referral to external agencies may be made.
- Personalisation 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 organised by withdrawal from subject lessons such as modern foreign languages, drama, music, art, technology and sometimes a humanities subject. In practice, this means that the subject chosen for withdrawal is given up for the duration of the support. If this subject involves more than one lesson per week, for example, modern foreign languages, pupils use the additional lesson for supervised private study in the library or classroom.

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, ie. half-termly grade card, end of year exams.

These specialist lessons incur an additional charge.

Study support groups

In Years 9, 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, maths and science and are provided with study and revision skill guidance.

Drop-in support is also available for students who require more support in the sixth form. Some students attend a regular support group as determined by the head of the sixth form and director of IN.

Pupils with English as an additional language (EAL)

Pupils with English as an additional language (EAL) are included on the individual needs register (EAL section). 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 an underlying learning difficulty or special educational need. A screening assessment can take place in school and then, subject to the first language and length of study in the UK, an assessment by an external specialist may be recommended.

Pupils with education health and care plans (EHCP)

The education, health and care plan (EHCP) is a statutory document which sets out both the educational and non-educational provision required by the pupil to access the curriculum.

The SENCO, on behalf of the headmaster, is responsible for arranging liaison with the LA case workers and advisory teachers, fulfilling the requirements laid down by the education, health and care plan, carrying out the Annual Review and producing the subsequent report including any recommendations for amendments to the EHCP, which is sent to the LA and interested parties.

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 an EHCP; 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 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 school counsellors who can meet with pupils on a short-term basis to discuss matters of concern. A link committee comprising the deputy head, pastoral in the senior school, director of individual needs 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.

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 house/year.
- Liaison between the deputy head academic and director of individual needs
- Feedback from head of department meetings
- Regular liaison between director of IN and LSA
- Half term grade cards and sixth form reviews.
- End of year exams.
- Informal and formal assessments in the IN department.

Public exam arrangements

Qualification for access arrangements and reasonable adjustments for disabled candidates in GCSE, A level, Level 2 and Level 3 exams is subject to the regulations and guidelines produced annually by the Joint Council for Qualifications (JCQ) and Cambridge International Education (CIE). Please refer to *JCQ Access Arrangements and Reasonable Adjustments 2025-2026* and Section 1.3 of the *Cambridge Handbook* for further information.

The director of IN or access arrangements co-ordinator will either apply to the awarding bodies using Access Arrangements Online (AAO) for approval of access arrangements, using a JCQ Form 8 (Profile of Learning Difficulties) and/or Form 9 (profile of need) where required; or will complete and retain a JCQ Form 9 on file to confirm the need for the access arrangement. or the arrangement will be delegated to the centre.
Access arrangements required will be applied for following the instructions given in the *JCQ Access Arrangements and Reasonable Adjustments* booklet. JCQ Form 8RF will be used for candidates moving from GCSE to A level.

The exams officer, in consultation with the director of IN and the access arrangements co-ordinator, will apply to the awarding bodies using Access Arrangements Online for approval for any modified papers (e.g. enlarged font papers, non-interactive electronic papers for use with a computer reader or coloured paper) that may be required by a candidate.

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 standardised 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 individual needs department will undertake assessments for GCSE and A Level access arrangements during Year 9 and 10 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 director of individual needs prior to the assessment. The JCQ explicitly prohibits schools from accepting a privately commissioned assessment without prior consultation having taken place with the school prior to the assessment.

Exam candidates will be informed that an application for access arrangements will be processed using Access Arrangements Online, complying with the UK GDPR and the Data Protection Act 2018.

The director of IN will keep detailed records of all access arrangements for JCQ and CAIE inspection purposes including:

- appropriate evidence of need, where required
- evidence of the assessor's qualifications where required.

Use of a laptop in exams

Pupils may be allowed to use a laptop in exams if it is their normal way of working and appropriate to their needs. Please refer to the policy on Use of Word Processors in Examinations regarding the specific criteria for using a laptop in exams.

Alternative rooming arrangements

Alternative rooming arrangements (e.g. a room for a smaller group of candidates with similar needs) may be made for public and internal exams where a pupil has an established disability e.g. a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in an exam room. An alternative exam room with one-to-one invigilation would only apply where a candidate has a serious medical condition. Nervousness, low level anxiety or being worried about exams is not sufficient grounds for separate invigilation.

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 director of individual needs 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.

In line with JCQ Access arrangement guidelines, in particular the need to implement access arrangements to prepare candidates for the workplace, the use of rest breaks will be utilised for pupils with certain medical or mental health diagnoses to establish whether this is a fairer and more appropriate way of working in exams than additional time. This will be monitored and reviewed by the IN Department and pupils' subject teachers.

Inset

The individual needs department offers support and training to teaching staff as follows:

- 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.

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 director of individual needs and specialist teachers can be available at parents' evenings and also to meet with parents at other times throughout the year to discuss progress and any concerns.

Junior School

The above procedures and objectives are very similar for the junior school in almost all areas and there is a head of individual needs (SENCo) overseeing both the Fan Court and Stable Court areas of the junior school. A part time individual needs teacher delivers support in Fan Court by monitoring progress and teaching booster groups as the needs of the children dictate. There is also a second teacher offering a further 4-5 hours extra support.

In Stable Court, there are additional part time qualified individual needs teachers teaching children individually for one or two lessons per week as well as head of individual needs (SENCo), teacher and TA led booster groups. The individual needs teachers 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 Stable Court there is also one part-time teacher-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 organised by withdrawal from class lessons. In Fan Court, the individual needs teacher supports staff to provide a language rich environment with visuals as well as acknowledgement and reference to pupils' home language.

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 specialist assessments, reports and other screening data. The individual needs department holds records of pupils on the IN register. A copy of the individual needs register is accessible to all staff on the staff shared network and is regularly updated. In addition, Individual Support Plans (ISPs) and pupil learning profiles are shared on the staff network.

Individual needs staff work with teachers in the preparation of targets and ISPs for the pupils they teach and help to monitor their progress. They also supply suggestions and provision for reasonable classroom/teaching adjustments.

All children in early years have their progress tracked using Tapestry and Sonar to record their development of the Prime and Specific areas of EYFS and to identify any areas in which the child may need additional support. KS1 and KS2 also use Sonar. All class/subject teachers have regular pupil progress meetings with the heads of school/Leadership team/head of Individual needs (SENCo) to review progress. Years 1 to 6 follow a rolling timetable of standardised assessments, including CPI testing and GL assessments, to track pupil progress and monitor any areas of special need for intervention purposes.

There are two Emotional Literacy Support Assistants (ELSAs) in Stable Court and two in Fan Court to deliver support for pupils with emotional issues and anxiety. In addition, there are three staff members trained to deliver 'Friendly Group' support for pupils needing support for social/ communication difficulties. Some staff from Fan Court and Stable Court are also trained in Lego Therapy Group to support communication and collaboration skills.