



## **St. Francis' College**

### **Individual Needs Policy**

#### **Introduction**

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

#### **Rationale**

At St. Francis' College, we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for all our pupils. We use the principles as detailed in The Special Educational Needs Code of Practice (2015), Disability Rights Code of Practice (2005) for Colleges and Equality Act (2010), as appropriate for our College.

Our commitment is based on the following principles:

- All pupils have an equal right of entitlement to an appropriate and worthwhile education.
- All pupils are special, different and have their own learning needs.
- All pupils are equally valued within our College and have a right to voice their views.
- All pupils have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.
- Pupils with Individual Needs occur in every classroom. Every teacher in College teaches pupils with Individual Needs.
- All staff have regard to the needs of the individuals within the College.
- Parents are valued as genuine partners.

All teaching staff have a legal responsibility for planning appropriate differentiation for all pupils, including those with Individual Needs. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons.

The following values underpin all we do in the Individual Needs Department:

- The needs of our pupils come first.
- Everyone in our College community is special and important.
- Each of us works to improve on our previous best.

- Learning is active, meaningful and creative.
- We have high expectations of ourselves and each other.
- We work well in a stimulating learning environment.

We believe that every pupil will:

- Be successful and confident.
- Be self-aware and co-operative.
- Have a continuing love of learning.
- Be independent and work well together.
- Be a solution finder.
- Be creative.

The following abbreviations have been used throughout this document:

IN Individual Needs  
 EAL English as an Additional Language  
 InCo Individual Needs Coordinator

The person with overall responsibility for the School's Individual Needs policy is the Headmistress, Mrs Bronwen Goulding.

The person responsible for day-to-day implementation of the Individual Needs policy is the Individual Needs Coordinator, Mrs Armande Fryatt.

The Governors are reported to on Individual Needs issues and developments via the Governors' Academic Committee.

### **Policy Aims**

- To ensure that pupils with IN have equality of access to a broad and balanced curriculum.
- To promote effective partnership between parents/guardians, pupils and staff in the education of pupils with IN and to involve outside agencies where appropriate.
- To create an environment in which all pupils with IN have the opportunity to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills to the optimum.
- To ensure that each pupil with IN is ensured a smooth transition into the School where a pupil's current needs will be communicated and met.
- To identify, at the earliest opportunity, any pupil with IN and ensure that their needs are met.
- To ensure that learners express their views and are involved in the decisions which affect their education.
- To recognise the difference between a pupil who has Individual Needs and one for whom English is an additional language (EAL), and in addition to be aware of those for whom both of these issues are present.
- To raise awareness of the assessment and identification and review processes that have been set up for meeting a pupil's IN.

- To raise staff awareness of IN being a whole school responsibility, encouraging differentiation of classroom practice and, where necessary, curricular programmes in order that pupils' Individual Needs are addressed.
- To ensure a culture within which every teacher in the School understands that he/she is a teacher of pupils with IN.

### **IN Policy Objectives**

- To apply a whole College policy to meeting each pupil's specific needs.
- To identify, at the earliest opportunity, any girl with IN and ensure that her needs are met.
- To ensure that pupils with IN join in with all the activities of the College.
- To ensure that all learners make the best possible progress.
- To ensure that all parents are informed of their daughters' IN and provision and that there is effective communication between parents and the College.
- To ensure that learners express their views and are involved in the decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate
- To develop a partnership between teachers, pupils and their parents/guardians that encourages pupil confidence in the learning process.
- To continue to develop a positive attitude to areas of IN through regular INSET, updates of appropriate developments in the area of IN and access to the InCO for staff to seek advice and support.
- To give new academic staff IN-based induction.
- To use a graduated procedure, in the manner recommended in the SEN Code of Practice: 0 to 25 years (2015).
- To maintain a continuity of support for pupils with IN across the College as appropriate.
- To share information regarding pupils with IN across the College as appropriate.

### **Categories of Need**

Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Health Difficulties
4. Sensory and/or Physical Needs

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have a difficulty in saying

what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with ASD<sup>1</sup>, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions including dyslexia, dyspraxia and dyscalculia.

### **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, displaying increased anxiety levels or a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

### **Definition of Special Educational Needs\***

The SEN Code of Practice 2015 defines special educational needs as follows:

“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 of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

The SEN Code of Practice defines special educational *provision* as follows:

“Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college”.

<sup>1</sup> Autism Spectrum Disorders

\*NB: The College uses the term 'Individual Needs' in preference to Special Educational Needs

### **The College in context**

St. Francis' College is an independent school for girls from age 3 to 18. St. Francis' College is an academically selective school. The selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the College. Places are offered to those whose performance is deemed to meet the College entry requirement to be of average or higher ability. The College must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential, in line with the general standards achievable by her peers and those expected by the College.

### **Admission Arrangements**

The College's policy is to apply its admissions criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligations to make reasonable adjustments not to put any pupil or potential pupil at a substantial disadvantage because of her disability compared to any pupil who is not disadvantaged. Should any girl have already been identified with a learning difficulty and/or disability, relevant reports should be sent to College so that the Individual Needs Coordinator (InCo) can review them. The Individual Needs Coordinator's expertise is sought if teachers, including the Headteacher, are concerned about a girl and whether she is suitable for St. Francis' College.

In many cases, a pupil's IN will have been identified before she enters the College at Year 7 or below. Information will have been received either through the Headteacher's interview or from documentation received via the Prep department, or previous school. The Headteacher initiates this process during the initial interview with parents and there are also specific references to IN in the registration and acceptance documents.

### **Equal Opportunities**

Consistent with the College's policy on Equal Opportunities, the College is committed to ensuring, through making all practicable and reasonable adjustments, that each pupil has equality of access to the curriculum, and equal opportunity to fulfil her promise and potential, regardless of gender, ethnic, linguistic, cultural and religious background, disability, or IN, subject only to any overriding health and safety considerations.

### **Special facilities/units**

In the Preparatory Department, IN teaching is accommodated in one room which operates both as an administrative area and as a teaching space for individual and small group work. There is a lift in the Upper Prep.

In the Senior School, the Department is accommodated in one room which operates both as an office and as a teaching space for individual and small group work. The College does not have a special unit.

## **Identification, Assessment and Provision of IN**

Provision for girls with IN is a matter for the whole College. In addition to the College's Headmistress, the Senior Leadership Team, the Individual Needs Coordinator, and all other members of staff have important day-to-day responsibilities. This is because:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2015)

The College seeks to identify and support effectively those pupils who have IN. It follows the SEN Code of Practice guidelines - every school is required to identify and address the IN of the pupils that they support.

The guidelines state that schools should:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO (Mrs Armande Fryatt fulfils this role as Individual Needs Coordinator)
- inform parents when they are making special educational provision for a child
- prepare an SEN information report (this is termed the College's Individual Needs Register)
- (SEN Code of Practice 2015)

### **IN Provision Map**

The College operates an IN Provision Map to assist in the identification of IN and the planned graduated support, depending on the pupil's level of need. There are three categories:

- Wave 1 (lowest level of need)
- Wave 2 (medium level of need)
- Wave 3 (highest level of need)

At each Wave level, the Provision Map explains the:

- Identified Need
- Intervention provided,
- How the College plan to review the pupil's progress.

Pupils can be identified as having IN at any Wave level and can move from one Wave to another, depending on the progress made.

The Provision Map Flowchart follows on the next page.

**St. Francis' College Individual Needs Department Provision Map 2019**

**Flowchart of Phased Support**

Wave	Identified Need	Intervention	Review
1	Below average performance in class based on teacher assessment  <b>and/or</b> Inconsistent effort in class	Quality First Teaching. Differentiation.  In-class support from TA.  Teacher to advise InCO pupil is on Wave 1	Class observation if necessary. Meeting with parents if necessary. HoY Pastoral Meetings  Does the pupil respond to the strategies provided? Is there measurable progress?



Wave	Identified Need	Intervention	Review
2	<b>As above plus</b>  Attainment lower than expected for underlying ability (identified through Midyis/Yellis) <b>and/or</b> Attainment at C or below in tracking <b>and/or</b> Below average scores in standardised tests <b>and/or</b> Specific indicators of learning difficulties (processing, memory, difficulties in reading/spelling, attention) <b>and/or</b> Underperformance in exams	<b>As above plus</b>  In-house screening  In-house assessment for access arrangements  Pupil profile created – specific support strategies given  Guidance for teachers using Provision Map	<b>As above plus</b>  Learning Support review meeting with pupil and specialist teacher to review progress.  <b>and/or</b> Review Meeting with parents  Does the pupil respond to the strategies provided? Is there measurable progress?



Wave	Identified Need	Intervention	Review
3	<b>As above plus</b>  Diagnostic Assessment	<b>As above plus</b>  One-to-one or small group weekly support with a specialist teacher.	<b>As above plus</b>  Review meeting with parent every term Monitoring form established to review progress every term.

## **Wave 1**

Pupils at Wave 1 are identified through teacher assessment and work is differentiated accordingly. These pupils may receive in-class support from a Teaching Assistant. Teachers advise the InCo that the pupil is on Wave 1 in order that she can be monitored for progress.

All teaching staff have a legal responsibility for planning appropriate differentiation for **all** pupils, including those with IN. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons. These pupils may not have been formally identified by the entrance screening procedure and concerns are reported to the Head of Key Stage (in the Preparatory Department) or Head of Year in the first instance.

## **Wave 2**

Following review at Wave 1, differentiated work and ongoing monitoring, if the pupil does not make the expected progress, she is then moved up to Wave 2. Pupils may also join Wave 2 for the reasons outlined in the Table above.

In the **Preparatory Department**, following referral by Class Teachers, the InCo is responsible for identifying pupils with Individual Needs and for taking appropriate action, which is usually a screening test, alongside observation in class. These pupils may also receive in-class support from a Teaching Assistant.

In the **Senior School**, all pupils are screened in Year 7 using the GL Assessment Dyslexia Screening Test. Should a pupil be found to be below their chronological age in reading and/or spelling, parental permission is sought for a Dyslexia Screening Test by the InCo.

Following referral by the Head of Year, the InCo is responsible for identifying pupils with IN and for taking appropriate action. If necessary, further screening tests will be undertaken, initially by the InCo, with permission from the parents, to identify possible learning difficulties.

If concerns remain following this procedure, the InCo may advise parents to seek an Educational Psychologist's assessment, or an assessment conducted in-house by the InCo for access arrangements. Teachers' opinions are sought, prior to assessment, as are parents. The InCo conducts assessments for access arrangements in line with JCQ regulations.

All pupils at Wave 2 have a Pupil Profile which outlines areas of need, strengths and weaknesses and offers strategies and advice to support teachers in differentiating the curriculum effectively. The Individual Pupil Profiles are made available to all teaching staff and it is the responsibility of the teaching staff to make use of these profiles to inform their planning, teaching and report writing. The Individual Pupil Profiles give a brief outline of a pupil's assessment results and strategies for classroom support. The College also has an IN Handbook which details further support strategies.

All pupils at Wave 2 are offered a learning support review. This is a meeting at least annually, with a specialist teacher. The pupil is asked to consider their strengths as a learner, as well as their views on their perceived difficulties and what they would like their teachers to know, in order to help them learn and make progress. During the review meeting, pupils are set a target which is reviewed at the next review meeting.

The InCo may also conduct review meetings with parents for pupils at Wave 2 as appropriate.

Any pupils with an identified IN at Wave 2 or 3 are placed on the College's Individual Needs Register, once parental permission has been obtained. The Individual Needs Register is made available to all teaching staff.

### **Wave 3**

Following review at Wave 2, differentiated work and ongoing monitoring, if the pupil does not make the expected progress, she is then moved up to Wave 3.

For pupils at Wave 3, the InCo will usually advise parents to seek a full diagnostic assessment with an Educational Psychologist.

### **Different Types of Support offered at St. Francis' College at Wave 3**

At St. Francis' College, pupils are supported in a number of different ways:

- Individual withdrawal by the InCo or Individual Needs Teacher
- Small groups of withdrawal (2-6 pupils) by the InCo and Individual Needs Teacher

Support is provided in the following areas:

- English
- Maths
- Study Skills and Organisational Skills (to assist learning in all curriculum areas)
- Any other subject area (as agreed with the InCo)

### **Timetabling Individual Needs lessons**

#### **Preparatory Department**

As far as possible, IN lessons are timetabled within the actual subject time allocation for which the pupil is receiving support, i.e. English support is given during English subject time by the InCo. Or, pupils are withdrawn for support during non-core subject time.

#### **Senior School**

Pupils are not withdrawn from lessons in the Senior School; they have extra lessons during private study periods, lunchtimes, breaks or after College. In some cases, a student's educational programme is reduced by removing one or more subjects (such as German or Latin) in order that IN support can be given instead. In the case of GCSE students, IN lessons may replace a class in one of the option blocks. Pupils with IN in the Sixth Form have lessons during study periods.

### **Monitoring of Progress at Wave 3**

All pupils at Wave 3 who have specialist IN lessons, are set a monitoring form on which we set targets which are reviewed at the end of every term with the pupil, the specialist teacher and the class teacher. These are sent home to parents on a termly basis. Parents are also invited to review meetings every term in order to discuss progress in IN lessons.

### **Exam Procedures**

Subject to formal assessment, pupils with IN are given access arrangements for exams. The most common access arrangement, including for the entrance examinations, to be used at St.

Francis' College is extra time, normally of 25%. Other arrangements e.g. laptop use, rest breaks etc. are used as and when appropriate. The InCo works in close liaison with the Exams Officer to ensure that all pupils are given the access arrangements they require for internal and public exams. Both the InCo and the Exams Officer attend JCQ training each year to ensure that they are both up to date with JCQ exams guidelines. St. Francis' College follows the exams procedures and guidelines as set out by JCQ. Teachers complete a checklist regarding a pupil's normal way of working for each pupil with Access Arrangements.

### **Monitoring and Recording Individual Needs**

Once a pupil is put on the Individual Needs Register her progress will be tracked throughout her career at St. Francis' College

- All pupils who have been assessed have a Pupil Profile – a summary report of their assessment report outlining the pupil's learning difficulty, their strengths, weaknesses and recommendations for the classroom. These are uploaded onto the staff shared area so that all teaching staff are able to access this information at all times. These profiles form a base line of information for all teaching staff to refer to and help with planning, writing reports and differentiation.
- All pupils with access arrangements are entered onto the Access Arrangement table which is uploaded onto the staff shared area so that all teaching staff are able to access this information at all times. The InCO updates the information on this table regularly and the document is kept live for staff to see always.
- The InCO receives all the MIDYS and YELLIS results.
- The InCO receives all tracking grades and at the end of each term in conjunction with the specialist teacher goes through these results to track pupil progress and pick up any pupils of concern that have not yet been identified.
- The InCo receives all College reports for all IN pupils.
- All staff in the IN department complete lesson evaluation forms for each pupil and these are reviewed by the InCo each half term.
- All pupils who are receiving IN tuition at Wave 3 also have a Pupil Monitoring Form which details current targets, intervention provided, the impact of this on the pupil's learning in the classroom and feedback from teachers, parents and the pupil herself. This is reviewed each term with the pupil and her teachers and sent home to parents.
- Parents of pupils who are receiving IN tuition at Wave 3 are offered termly review meetings with IN staff.
- Pupils' progress is discussed in weekly meetings of the IN department.

This allows the InCo, Heads of Year and Parents to identify and monitor any pupils with IN whose learning difficulties may be particularly hindering her progress.

The Individual Needs department has a confidential filing system which allows the InCo to monitor and record the Individual Needs of each pupil with IN.

For each pupil, the following records are kept, in line with JCQ requirements:

- Internal Screening/ Assessment – carried out by the InCo (if required)
- Educational psychologist's/Specialist Teacher's report
- Specialist Assessor qualification certificate
- Form 8
- Data protection notice
- College statement of support

- College Reports
- IN progress reports
- Records of meetings/parent consultations etc.
- IN lessons plans/monitoring sheets
- Evidence of extra time used in exams

The confidential file is made available to staff who are directly involved with the pupil. Copies of all essential documentation e.g. educational psychologist reports are also kept in the pupil file in the College's main office.

Every member of the teaching staff is given a copy of the Individual Needs Register and a full set of pupil profiles at the beginning of the academic year. Thereafter the register is given to each member of the staff each term. Both the Individual Needs Register and all pupil profiles are regularly updated and uploaded onto the staff intranet.

### **Partnership with parents**

Parents are involved in all stages of identification, assessment, provision and review. Parental consent is required for a pupil to go onto the Individual Needs Register and for all assessments carried out by the InCo. Following assessment, the InCo contacts the parents with recommendations. Parents are sent a copy of the Pupil Monitoring Form at the end of every term for them to sign and review with their daughter. Parents are invited to attend for meetings on a termly basis to review progress. Also, reports are written in conjunction with the report schedule. On a more informal basis, parents are encouraged to contact the InCo if they have any concerns, by phone or by email.

### **Partnership with Pastoral Team**

The InCO meets as needed with the Heads of Year and SLT to discuss specific pastoral concerns regarding IN pupils and/or specific concerns regarding social, emotional and mental health issues.

### **Transfer from other Preparatory Schools**

For IN pupils coming to St. Francis' College from other schools, the InCo should receive relevant information either from the preparatory school or directly from the pupil's parents.

### **Concerns and Complaints**

Anyone who has a concern or complaint about the Individual Needs provision should normally raise it with the InCo in the first instance. Alternatively, they could raise them with the Head of Year or Headmistress. The College also has a Complaints Procedure, details of which may be found in the Staff Handbook.

### **Examination Access Arrangements**

Pupils who are identified as requiring examination access arrangements, such as extra time, a reader or use of word processor, are assessed and provided for in strict adherence to the JCQ regulations and the Equality Act. Examination access arrangements are conducted by Mrs Armande Fryatt, Individual Needs Co-ordinator who holds the necessary qualification, or may be carried out by other qualified specialist assessors or educational psychologists who already have an existing professional relationship with the College, in line with the JCQ regulations.

Careful records are kept of a pupil's normal way of working in College together with a detailed history of need and completed official documentation (such as the 'Form 8'). In accordance with the regulations, additional fees are not levied for these arrangements. For those candidates who have been assessed as needing extra time, a detailed file note is provided to explain why extra time is necessary, having thoroughly exhausted the option of supervised rest breaks instead. Should a candidate transfer to another school, access arrangements records are transferred if requested by the Senco or Exams Officer.

### **Health and Safety**

The Department takes full account of the Health and Safety needs of those who work in or visit it.

Additional guidance and information is to be found in the College's Health and Safety Policy.

### **External Agencies**

The Individual Needs Coordinator maintains a list of Educational Psychologists, and other professionals (e.g. speech and language therapists, occupational therapists) to whom the parents may take their daughter for assessments.

#### Related Policies

EAL Policy  
More Able Policy  
Curriculum Policy  
Disability Policy

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