



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).

St. Francis' College is an independent selective, day and boarding school with pupils between the ages of 3 and 18 years.

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 girls have an equal right of entitlement to an appropriate and worthwhile education.
- All girls are special, different and have individual needs.
- All girls are equally valued within our College and have a right to voice their views.
- All girls have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.
- Girls with individual needs occur in every classroom. Every teacher in College teaches girls 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 IN. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons.

The following abbreviations have been used throughout this document:

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

IN Policy Objectives

- to apply a whole College policy to meeting each girl's specific needs
- to identify, at the earliest opportunity, any girl with IN and ensure that her needs are met
- to ensure that girls 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' individual needs 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

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".

*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.

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 fulfill 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, Individual Needs 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 Headteacher, 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 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 Headteachers 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.

In the Preparatory Department, following referral by Class Teachers, the InCo is responsible for identifying pupils with Individual Needs and for taking appropriate action. The InCo may advise parents to seek an Educational Psychologist’s assessment, or an assessment conducted in-house by the InCo for a comprehensive view of their daughter’s strengths and weaknesses.

In the Senior School, all pupils are screened in Year 7 and Year 9 using The Edinburgh Reading Test and the Helen Arkell Spelling 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.

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.

The InCo will then follow up the concern and arrange whatever action/referral is considered most appropriate. Appropriate action may include: discussion with parents, pupil, academic/pastoral staff; College-based assessment; referral to an Educational Psychologist; referral to College counsellor; in-class support, support lessons in a small group or on an individual basis. Class Teachers are asked to complete a Tuition Referral Form prior to the lessons commencing, in order to help ascertain the type and level of support required.

Any pupils with an identified IN 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. Also, all pupils on the Individual Needs Register who receive intervention from the Individual Needs Department have an Individual 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 has a provision map and an IN Handbook which detail the IN support and strategies given to pupils with IN.

Different Types of Support offered at St. Francis' College

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

- In-class support by the Class Teacher (and Teaching Assistants in the Preparatory Department)
- Individual withdrawal by the InCo or Individual Needs Assistant
- Small groups of withdrawal (2-6 pupils) by the InCo and Teaching Assistants or Individual Needs Assistant

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, Individual Needs 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. Individual Needs group support is also offered in group work by Teaching Assistants.

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 Individual Needs support can be given instead. In the case of GCSE students, Individual Needs lessons may replace a class in one of the option blocks.

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 –

- The InCo receives all College reports for all IN pupils.
- All staff in the IN department complete lesson monitoring sheets for each pupil and these are reviewed by the InCo each half term
- All pupils who are receiving Individual Needs tuition 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.
- 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.

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 Headteacher. The College also has a Complaints Procedure, details of which may be found in the Staff Handbook.

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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