



# Inclusion Policy

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**St. Francis' College**

May 2025

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## Introduction

Inclusion is about creating a sense of belonging for all teachers and pupils. For a child to feel included, they have to feel that they are an integral and important part of the College. There is a requirement to feel wanted, valued, successful and happy.

- The person with overall responsibility for the College's Inclusion policy is the Head, Mrs Julia Spence.
  - The person responsible for day-to-day implementation of the Inclusion policy is the SENCO, Mrs Katie Crossman
- The ILG Governors are reported to on Inclusion issues and developments via the ILG Governors' Education Committee.

## Scope and application

This policy applies to the whole College with the exception of the Nursery.

There are specific actions that are relevant to Prep or Senior areas.

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

In terms of More Able students, we recognise the research by Mueller and Dweck (1998) that shows that labels such as 'gifted and talented' emphasise the role of innate or natural talent. This can then be interpreted by pupils as diminishing the importance of effort. A label of 'gifted and talented' can decrease future academic success if pupils are aware of it. To this end, our offering for a student who is more able will be open to everyone but the more able student will be encouraged or signposted towards it.

However, teachers use the more able data to inform their planning and delivery of the lesson. Rosenthal and Jacobson (1966) found that when teachers were told they had a class of high achievers, the pupils made significantly more progress over a year compared to a control group with the same

baseline data. High expectations are held for all students and each student should be able to chart their progress throughout their educational journey.

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 Inclusion:

- The needs of our pupils come first.
- Everyone in our College community is special and important.
- Each of us work 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

## **Policy Aims**

### **IN**

- 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 College 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 College 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 College understands that he/she is a teacher of pupils with IN.

## **EAL**

The EAL department aims to:

- Prepare students for external EAL examinations (GCSE: Pearson Edexcel IGCSE English as a Second Language / English as an Additional Language; Sixth Form: International English Language Testing System - IELTS) required for entry to universities in the UK and overseas;
- Help students gain the best grades possible at GCSE and A Level;
- Help students to perform successfully in their chosen subjects, offering in-class and/or out-of-class support where necessary and as requested;
- Teach students to become as proficient as possible in understanding and using the English language in all its forms;
- Introduce students to cultural aspects of the UK;
- Help students to integrate into English life and develop their social skills; and
- Be a point of contact for subject staff when students experience English language difficulties.

## **More Able**

- To deliver high quality teaching that provides challenge for each individual learner.
- To identify their strengths and provide them with opportunities within and beyond the curriculum to stretch their abilities and achievements.
- To build student awareness, independence and responsibility for their learning so that they can work with drive and focus towards achieving their full potential.
- To have a culture of academic endeavour and to celebrate achievement in all its forms.

## **Inclusion 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 students 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 child's 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.
- 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 Inclusion through regular INSET, updates of appropriate developments in the area of Inclusion and access to the Director of Inclusion for staff to seek advice and support.
- To give new academic staff Inclusion-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 across the College as appropriate.
- To share information regarding pupils across the College as appropriate.

## **The Individual Needs Register**

### **Categories of Individual Needs**

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 College 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, 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, display 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 College 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 College 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 Colleges 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 College or to study at college”.

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

## **The EAL Register**

Students are placed as appropriate on the EAL register in iSams, according to their level of need. The register is reviewed regularly by the department with any changes in level of register communicated to parents/guardians.

## **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 child have already been identified with a learning difficulty and/or disability, relevant reports should be sent to College so that the Director of Inclusion can review them. The Director of Inclusion’s expertise is sought if teachers, including the Head, are concerned about a student and whether she is suitable for St. Francis’ College.

In many cases, a pupil's IN will have been identified before they enter 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 College. 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.

## **Identification, Assessment and Provision**

### **IN**

Provision for students with IN is a matter for the whole College. In addition to the College's Head, the Senior Leadership Team, the Director of Inclusion, 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 College is required to identify and address the IN of the pupils that they support.

The guidelines state that Colleges 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 College alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO
- 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)

### **More Able**

#### **Identification of More Able Students - Prep**

Teacher Professional Feedback - at the beginning of the year Prep staff use their own professional judgement along with InCAS is this GL assessments? and teacher assessment to identify more able

students for their subject. (The register has been split into academic and creative subjects). They are asked to provide evidence of a pupils work and annotate why they are more able. The Deputy Head of Prep creates the register and a portfolio of the more able pupils. There is also a 'monitoring' register where teachers consider pupils who might be more able but need more time to assess them, this is discussed at staff meetings frequently so that the register is fluid. The Deputy Head of Prep also carries out book scrutiny of these identified pupils and feeds back to the Head of Prep.

### **Identification of More Able Students - Senior**

Cambridge Insight - In Year 7, 10 and 12 pupils complete Cambridge Insight testing which produces a score. The national average score is 100 and we use the score of 120 or more as a way of identifying more able students. Pupils are assessed at the start of the academic year or when they join the College.

Teacher Professional Feedback - twice a year the College completes a More Able audit giving teachers the opportunity to use subject specific criteria to decide which students are More Able in their subject. This is based on the three rings of giftedness (Renzulli, Joe 1978 "What Makes Giftedness? Reexamining a Definition").

This data is then used to determine which students are 'Exceptional' and which are 'More Able' in particular subjects. 'Exceptional students' will be identified using ALIS, MIDYIS or YELLIS data and will score 120 or more. Exceptional students can also be identified in the More Able audit if they have been recognised by multiple subjects. [6 or more in KS3, 4 or more in KS4, 2 or more in Sixth Form].

Teachers are expected to keep a watchful eye on their pupils as some pupils might not display their More Able aptitude due to their individual needs, because they are new to the College or because English is an additional language. By focusing on the department's criteria when selecting More Able pupils, teachers should not be influenced by these other factors.

The register is fluid and pupils can be added or removed from the list at any time by informing the More Able co-ordinator.

### **EAL**

Before joining the College, all prospective EAL pupils are required to sit a Password test (Password Younger for Yr7 and below). This is an online EAL test in which pupils have to complete a given number of questions within a certain time-frame. Their scores are made immediately available to the Head of EAL. Pupils also complete a writing task which is printed off by the Head of EAL, and then used to confirm the results of the Password. Comments are noted and sent to the Head via Admissions. Suitable candidates are then given an online interview by a member of SLT who then feedback to the Head for decision making on admissions.

All new EAL pupils are informally assessed by a member of the EAL Department on a one-to-one basis as soon as possible after arrival. The assessment is done orally so that the assessor can quickly build up a picture of the student's personal and educational background and determine the ease with which they will be able to cope with basic oral instructions in functional language. Relevant information is recorded on an EAL section of a student's inclusion profile, which also acts as the basis for questions the interviewer may wish to ask. Once a new EAL pupil arrives, further testing may be carried out, such as the ARELS test or online placement tests. All assessments are then used to form the basis of schemes of work. Courses are tailored to suit our students' very specific individual or small group requirements.

## **Placement of Pupils in Forms**

Heads of Year are responsible for placing EAL students in forms and it is recommended that they consult with the Head of EAL and the Head of Admissions so that, where possible, EAL pupils with similar interests and abilities are put in the same Form.

## **EAL & More Able Students**

EAL students may well show themselves to be particularly talented in a subject or field, and may be identified by some staff at the College as More Able. The EAL Department supports all students in their attempts to stretch and challenge themselves so that their understanding of English is not a barrier to learning.

## **EAL & Individual Needs**

Some students are identified who have both EAL and specific learning difficulties. It can be hard to detect such difficulties in students whose first language is not English. Indeed, it is common for slow progress to be attributed to a lack of English. Although baseline testing can be a reasonable indicator of difficulties ahead, there are other signs to watch out for. Consistently slow reading speeds, a poor level of cohesion in written work, together with muddled word order as well as muddled letter order in individual words may well be indicators of underlying difficulties. Significant problems with reading and listening skills can also be indicators of problems. If the EAL Department suspects that a student is struggling, close liaison with the Individual Needs Department, the Assistant Head Academic and the Head of Prep are needed to identify the best course of action.

## **Partnership with Pastoral Team**

The Director of Inclusion 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.

More able students may put additional pressure on themselves to achieve at a high level. This can sometimes be detrimental to their mental health.

Form tutors will keep a careful eye on students to recognise when they are suffering from stress and pressure and support them to achieve a balance. This will take the form of one-to-one tutorials in form time, monitoring behaviours and looking out for signs of stress.

Heads of year can provide further guidance and the schools safeguarding process can be used if there are further concerns.

Within tutor time, pre-emptive advice and support is given regarding coping strategies, time management and wellness within the pd curriculum.

The boarders receive further support from academic tutors and boarding staff who regularly complete welfare checks and monitor when students show a change in behaviour. There is academic liaison between heads of year and boarding to ensure that the boarding students are fully supported.

Parents are invited to larger celebrations of achievement and during the course of the year receive a

letter sharing ideas on how they can support their child.

### **Provision for IN, EAL and More Able Students**

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

**Flowchart of Phased Support**

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



Wave	Identified Need	Intervention	Review
2	<p><b>As above plus</b></p> <p>Attainment lower than expected for underlying ability (identified through Midyis/Yellis)</p> <p><b>and/or</b></p> <p>Attainment at needs to be updated for new tracking language as part of C24 in tracking</p> <p><b>and/or</b></p> <p>Below average scores in standardised tests</p> <p><b>and/or</b></p> <p>Specific indicators of learning difficulties (processing, memory, difficulties in reading/spelling, attention)</p> <p><b>and/or</b></p> <p>Underperformance in exams</p>	<p><b>As above plus</b></p> <p>In-house screening</p> <p>In-house assessment for access arrangements</p> <p>Pupil profile created – specific support strategies given</p> <p>Guidance for teachers using Provision Map</p>	<p><b>As above plus</b></p> <p>Learning Support review meeting with pupil and specialist teacher to review progress.</p> <p><b>and/or</b> Review Meeting with parents</p> <p>Does the pupil respond to the strategies provided? Is there measurable progress?</p>



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

## 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 Learning Mentor. Teachers advise the Director of Inclusion 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 Director of Inclusion 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 Learning Mentor.

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 Director of Inclusion.

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

If concerns remain following this procedure, the Director of Inclusion may advise parents to seek an Educational Psychologist's assessment, or an assessment conducted in-house by the Director of Inclusion for access arrangements. Teachers' opinions are sought, prior to assessment, as are parents. The Director of Inclusion 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 Director of Inclusion 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, and is kept strictly confidential.

### **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 Director of Inclusion 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 Director of Inclusion or Individual Needs Teacher
- Small groups of withdrawal (2-6 pupils) by the Director of Inclusion 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 Director of Inclusion)

### **Timetabling Individual Needs Lessons**

#### **Prep**

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 Director of Inclusion. Or, pupils are withdrawn for support during non-core subject time.

#### **Senior School**

Pupils are not withdrawn from lessons in the Senior College; 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 MFL 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.

## **Background to EAL lessons**

The EAL Department aims to be as flexible as possible so that the needs of individual students are met. This is particularly true of pupils in the upper part of the College when they approach their public examinations. At such times, careful discussion takes place with students over the best use of their EAL provision. Students may, for example, ask to have individual lessons which will help them with the language of a specific subject. For example, students may request guidance with Economics, Business Studies or Art, while others have requested lessons in writing skills and literature. At all times the aim is to involve students in taking responsibility for their own learning.

The number of lessons pupils receive very much depends on their level, timetabling constraints and, very occasionally, parental requests. As a general guide, needs up dating for C24 timings for IELTS/EAL/subject specific English/help with UCAS. Pupils in other Forms have a minimum of three single lessons per week. If a pupil's English is weak, review for C24 timings. Pupils are taught either individually, in a small group (2-5) or a large group (6+) but the group size is dependent on the timetable and subject choices. In Key Stage 3, in order to receive their EAL tuition, pupils are withdrawn from one or more of: RS, MFL and Latin. However, it must be stressed that, as a timetable is drawn up to suit an individual's requirements, there are exceptions to this. Some students are keen, for example, to attend MFL, and this is something both the EAL and MFL Departments encourage.

## **More Able**

### **Classroom Expectations**

The teacher's mark book includes More Able and Exceptional information.

Differentiated tasks - differentiation is seen as integral to good teaching as it means responding to every learner as an individual. Awareness of pupils' individual profiles of skills, interests and learning needs, including an awareness of baseline data such as GL, MidYIS, ALIS and YELLIS scores, thus informs teaching, enabling questions and responses to be tailored to each individual's ability, confidence and character.

Scheme of works show differentiated tasks and activities for More Able students.

For inspectors – a seating plan with More Able students shown.

## **Teaching**

- We strive for academic excellence in a stimulating and exciting learning environment in which all pupils are encouraged to:
- Take intellectual risks without fear of failure;
- Participate in a wide range of curricular and extra-curricular activities;
- Develop a lifelong love of learning;

- Develop independent thought and responsibility for their own learning;
- Be challenged academically.

In order to achieve these aims teachers are expected to:

- Demonstrate a commitment to every pupil's progress, making her feel included, secure and valued;
- Set high expectations of pupils that clearly define the effort and skills required for any given task;
- Provide opportunities for pupils to elaborate their own understanding by making links and re-using concepts in different situations and to construct and generate their own understanding e.g. by analysing evidence;
- Give pupils the opportunity to develop thinking and study skills and take responsibility for their own learning, ensuring they are able to exercise choice, develop goals, plan their approach and work independently;

## **Staff Development**

All teachers are learners and should be striving to evaluate and improve their practice, informed by current educational research. Teachers are managers of the learning environment, facilitating all students to reach their full potential. In order to achieve this, all staff must be mindful of the essential qualities of excellent teaching and learning.

Staff development will be delivered through:

- Staff Inset;
- Training courses;
- Staff pairing;
- Lesson observation;
- Performance management;
- Books on good practice;
- Ethos of improving practice;
- Networking with other schools and sharing best practice.

## **Spiritual, Ethical and Moral Themes**

The EAL lessons that pupils receive are based on a variety of themes and topics. If an issue is raised during a lesson, it is more likely to be of a moral/ethical nature and ~~is this bit necessary?~~. Since most pupils opting to take EAL sessions are non-Christian, a set of values is discussed and promoted when an issue arises, in line with Fundamental British Values. As EAL classes are small (1-10), we are able to give our pupils individual care and attention. Some are natural language learners, while others struggle. Individual pupils are encouraged to use their strengths to boost confidence and to work on their weaknesses. All EAL pupils have different backgrounds, cultures, religions and traditions. It is very important for us to respect those differences and to have an understanding of them. In addition, mutual understanding and respect should be encouraged in each pupil.

## **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. EAL students have their own arrangements for exams, such as use of a bilingual dictionary. The Director of Inclusion 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 Director of Inclusion 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 Inclusion**

Once a pupil is put on the Individual Needs Register their 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 Sharepoint 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 Sharepoint so that all teaching staff are able to access this information at all times. The Director of Inclusion updates the information on this table regularly and the document is kept live for staff to see
- The Director of Inclusion receives all the MIDYIS and YELLIS results
- The Director of Inclusion 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 Director of Inclusion 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 Director of Inclusion 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 Director of Inclusion, 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 Director of Inclusion to monitor and record the Individual Needs of each pupil with IN.

Teachers know who the more able students are in their classes (as evidenced through their mark books) and will monitor to ensure that more able pupils are on track and regularly completing

advanced work.

Students are monitored across the subjects through the tracking process. Heads of Year and Form Tutors have tutorials with students on academic and pastoral issues to support the students and address under-achievement and give pastoral care.

Classroom teachers take responsibility for the learning in their classroom and will support and encourage a more able student who is not meeting their expectations. If a pupil continues to not meet expectations, then the Head of Department will support the teacher and pupil to find strategies to help the student achieve their potential.

Provision for more able pupils will be evaluated through the College Self Evaluation (SEF) and exams analysis. Evidence will be derived from attainment and progress data, lesson observations, schemes, pupil voice and participation in other activities.

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

- Internal Screening/ Assessment – carried out by the Director of Inclusion (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 Sharepoint

### **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 Director of Inclusion. Following assessment, the Director of Inclusion 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 Director of Inclusion if they have any concerns, by phone or by email.

## Version Control

Reviewed By:	Mr D Carr
Authorised by:	Mrs J Spence
Reviewed:	May 2025
Date of Next Review:	May 2026

## **Appendix 1**

### **The College in context**

St. Francis' College is an independent College for students from age 3 months to 18. St. Francis' College is an academically selective College. 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 their potential, in line with the general standards achievable by her peers and those expected by the College.

#### **1 Regulatory framework**

This policy has been prepared to meet the College's responsibilities under:

- 1.1 Education (Independent College Standards) Regulations 2014;
- 1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
- 1.3 Education and Skills Act 2008;
- 1.4 Childcare Act 2006;
- 1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
- 1.6 Equality Act 2010;

#### **2 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 their promise and potential, regardless of gender, ethnic, linguistic, cultural and religious background, disability, or IN, subject only to any overriding health and safety considerations.

#### **3 Frameworks**

- 3.1 ISI Inspections framework;
- 3.2 NMS statutory guidance;
- 3.3 SEN code of practice.

The following College policies, procedures and resource materials are relevant to this policy:

- 3.4 Scholarship policy;
- 3.5 Teaching and learning policy;

3.6 Pastoral Needs;

#### 4 Publication and availability

4.0 This policy is published on the College website.

4.1 This policy is available in hard copy on request.

4.2 A copy of the policy is available for inspection from the College office during the College day.

4.3 This policy can be made available in large print or other accessible format if required.

#### 5 Responsibility statement and allocation of tasks

5.0 The Proprietor has overall responsibility for all matters which are the subject of this policy.

5.1 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date	Director of Inclusion	As required
Monitoring the implementation of the policy and any action taken in response and evaluating effectiveness	Director of Inclusion	As required, and at least termly
Maintaining an up-to-date register	Director of Inclusion	Twice a year
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the College's processes under the policy	Director of Inclusion	As required, and at least annually
Annual review of More Able students' results in GCSE and A level exams	Director of Inclusion	September of each year

## **Transfer from other Schools**

For IN pupils coming to St. Francis' College from other Colleges, the Director of Inclusion should receive relevant information either from the preparatory College 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 Director of Inclusion in the first instance. Alternatively, they could raise them with the Head. 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 Director of Inclusion 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.

## Appendix 2

### Individual Needs Department

#### Mental Health Policy

1. We recognise that mental health issues can affect anyone of any age, including individuals who we teach and their accompanying family members.
2. We take mental health issues seriously and keep all information regarding any mental/physical health condition, whether diagnosed or undiagnosed, including any medication taken, confidential in line with our GDPR policy.
3. All staff in our department receive regular updated safeguarding training.
4. We always use our bona fide best endeavours to provide a safe and support empathetic learning environment in which pupils' views, perspectives and experiences are listened to, respected and encouraged.
5. Staff work within professional boundaries and may recommend a referral to professional mental health support, e.g. through CAMHS or the GP, in conjunction with pastoral staff/DSL.
6. We recognise the impact of learning difficulties can have on a pupil's mental health, including depression and anxiety, especially if the pupil's needs are not met within the learning environment, **so:**
  1. Early identification is key.
  2. Detailed background information from a variety of sources (parents and teachers) is necessary to gain a full picture of the pupil's current situation.
  3. We take into account that symptoms of anxiety such as difficulties with concentration, sleep, exam performance and thinking clearly can impact on an individual's daily life.
  4. The IN lesson is an important and valuable opportunity to understand the pupil in depth, in terms of their strengths and challenges.
  5. The pupil profile is important in addressing an individual's specific needs in order to reduce/alleviate the impact of their learning difficulties on their mental health.
  6. Specific support may be given, such as in time management and organisational skills, - factors which are known to contribute to stress.
7. We recognise that a specific learning difficulty can commonly occur alongside other conditions such as ADHD and ASD which can also be associated with mental health challenges.
8. We believe in the important role of the IN lesson to promote in pupils' good mental health, so that pupils:
  - Feel respected and valued
  - Recognise and develop their own strengths
  - Develop a sense of independence
  - Have positive hopes for the future