



EPSOM

COLLEGE

Special Educational Needs, Disability and Learning Difficulties Policy

1. Aims

- 1.1. The policy describes the philosophy, principles, procedures and performance measures intended to help support those pupils with learning difficulties, special educational needs and disabilities ('SEND') at Epsom College ('the College'). The College is committed to the equal treatment of all pupils and this policy works towards eliminating disadvantages for pupils with SEND.
- 1.2. The aims of this policy are to:
 - provide opportunity to all pupils with SEND and ensure that the practice, management and deployment of resources are designed to meet the needs of all pupils with SEND;
 - use best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the College's educational provision;
 - detect as far as possible and manage learning difficulties to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum and engage as fully as practicable;
 - to work in partnership with parents to enable them to make an active contribution to the education of their child;
 - actively promote the well-being of pupils and create a culture of safety, equality and protection.

2. Introduction

- 2.1. In drawing up this policy the College has been prepared to meet the College's responsibilities under:
 - The Education (Independent School Standards) Regulations 2014
 - Boarding schools: national minimum standards (Department for Education ('DfE'), 5 September 2022)
 - The Equality Act 2010
 - Education and Skills Act 2008
 - Children and Families Act 2014
 - The Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- 2.2. The policy has regard to the following guidance and advice:
 - Special Educational Needs and Disability Code of Practice: 0 to 25 years old (DfE and Department for Health, January 2015) ('Code of Practice')

- 2.3 This policy should be read in conjunction with the College's Admissions Policy, Disability Equality – 3-year Policy and Accessibility Plan, Equal Opportunities Policy - Pupils, Child Protection and Safeguarding Policy, Anti-Bullying Policy, Behaviour Policy, Outline of English as an Additional Language Provision and Risk Assessment Policy for Pupil Welfare.
- 2.4 The College values the contribution that every child and young person can make and seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. As such provision for pupils with SEND and learning difficulties is a whole school responsibility.

3. Special Educational Needs, Learning Difficulties and Disability

- 3.1 SEND: A pupil has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of children their age;
 - have a disability which either prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- 3.2 Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The College's support for those children whose first language is not English is set out in the College's outline of English as an additional language provision.
- 3.3 A pupil who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.
- 3.4 The expression "learning difficulty" covers a wide variety of conditions and may include those known as but not limited to dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 3.5 Learning difficulties may affect pupils who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a pupil's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.
- 3.6 Disability: A pupil is disabled if they have '...a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities' (as defined by the Equality Act 2010). Conditions which may amount to disability include but not limited to:
- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
 - progressive conditions which will result in a substantial long-term adverse effect on day to day activity
 - a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
 - a history of impairment, for example a person who used to be disabled and has recovered, or a person with a previous mental illness.

3.7 Disability does not include:

- hay fever sufferers;
- a person with anti-social tendencies;
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

3.8 Not all pupils who have a special educational need are disabled. Not all disabled pupils have a special educational need.

4. Philosophy

4.1 The College believes that:

All pupils with SEND should:

- (a) be as fully integrated into the life of the College and its educational programmes as can reasonably be achieved;
- (b) have full access to the curriculum provided by the College;
- (c) not be discriminated against either in terms of the academic or pastoral environment, or in the College's aims to strive for excellence, to develop self-reliance and to promote the advancement of individual talents (see section 6).

All staff have a responsibility to:

- (a) maintain an up to date awareness of pupils' individual learning needs;
- (b) cater proactively for pupils' specific learning differences;
- (c) ensure that additional, subject specialist support is be available via our Academic Support sessions, where reasonably practicable, to help pupils achieve their academic potential.

5. Staff Responsibilities

5.1 Education and welfare provision for pupils with SEND is a matter for the College as a whole. All teachers are teachers of pupils with SEND. All teaching staff are therefore responsible for helping to meet an individual's learning needs (irrespective of any specialist qualifications or expertise), and for following the Colleges' procedures for identifying, assessing and making provision to meet these needs.

5.2 All teachers within the Academic Support Department hold teacher qualifications. The Head of Academic Support Department holds the required Level 7 qualification in SEND and access arrangements.

5.3 The governing body has overall responsibility for determining the policy and provision for pupils with SEND as necessary.

5.4 The Head has been delegated, by the governing body, the following executive responsibilities, which include:

- The management of all aspects of the College's work, including provision for pupils with SEND;
- Working closely with the Deputy Head (Academic) and Head of Academic Support to keep the governing body informed about SEND related matters and the implementation of the College's policy in practice.

5.5 The Deputy Head (Academic) has key responsibilities, which include:

- Determining the strategic management and development of the SEND provision across the College in conjunction with the Head and (Governing Body);
- Having delegated responsibility for the regular monitoring of, and reporting to, the Head and Governing Body about the implementation of the College's SEND Policy;
- Liaising with senior management to ensure that SEND related matters are given prominence and new initiatives driven forward and embedded across the College.

5.6 The Head of Academic Support has specific key responsibilities, which include:

- Evaluating the suitability of the College as a provision for prospective pupils with SEND;
- Ensuring the College keeps records of all pupils with SEND and these are up to date;
- Monitoring the relevant risk assessments, where necessary, and any action taken in response and evaluating effectiveness;
- Coordinating specific provision for pupils with SEND, including those with EHC plans and timetabling of support as required;
- Overseeing & coordinating the work of the Academic Support Department together with the Deputy Head (Academic);
- Overseeing the day-to-day operation of the College's SEND policy together with the Deputy Head (Academic);
- Liaising with, and advising teaching staff of strategies to aid their teaching of pupils with SEND;
- Ensuring that teaching staff are given any relevant background information relating to a pupil's learning difficulties and/or disabilities (if known) so that teaching practices are appropriate;
- Helping staff to identify pupils with learning difficulties via in house training;
- Co-ordinating provision for pupils with SEND;
- Teaching pupils with specific learning differences;
- Overseeing and maintaining the records of all pupils with SEND and in ensuring the Academic Support Register is accurate, up to date and the relevant information is circulated to teachers;
- Liaising with parents and guardians and keeping them informed of any changes to support and ensuring parental insights are considered by the College to support their child's SEND;
- Assessing prospective pupils' suitability for admission to the College in light of any SEND and corresponding support needs, should an offer of a place be made, in conjunction with the Head, Director of Admissions and Deputy Head (Academic);
- Assessing pupils to determine eligibility for access arrangements and to identify strategies to support learning and enable progress to be made;

- Liaising with external agencies including but not limited to the educational psychologist, careers guidance, Child and Adolescent Mental Health Services ('CAMHS'), health and social services as appropriate;
- Ensuring that appropriate learner profiles ~~Learning Plans~~ are in place and effectively implemented;
- Monitoring pupils' performance and evaluating provision;
- Liaising with the College Examinations Officer;
- Organising and attending meetings with parents or guardians, where appropriate;
- Attending Academic and Pastoral Leadership meetings when appropriate;
- Reviewing this Policy and reporting to the Deputy Head (Academic) as to its implementation and effectiveness;
- Managing resources within the Academic Support Department and managing the SEND budget in conjunction with the Deputy Head (Academic).

6. Disability discrimination

- 6.1 Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.
- 6.2 The College will not knowingly discriminate against a disabled person:
- in the arrangements for determining admission;
 - in the terms on which a place at the College is offered;
 - by refusing or deliberately omitting to accept an application for admission;
 - in the provision of education and associated services;
 - in the way the College affords access to any benefit, service or facility offered or provided by the College;
 - by excluding a person on the grounds of their disability;
 - by harassing a person with a disability;
 - by victimising a person with a disability;
 - by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

7. Reasonable adjustments for pupils

- 7.1 When providing educational services to a pupil, the College is legally required to make reasonable adjustments in order to cater for a pupil's disability.
- 7.2 The College shall inform the pupil and parents of the reasonable adjustments that the College is able to make for that pupil, which may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
- allowing exam access arrangements for a child with SEND to complete an entrance exam, in line with the JCQ guidelines;
- providing examination papers in larger print for a pupil with a visual impairment;
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; or
- arranging a variety of accessible sports activities.

7.3 The College is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.

7.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make “reasonable adjustments”. The College will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

8. Accessibility

8.1 The College is aware that difficulties may be experienced from time to time, by the need for disabled pupils to move around school site and as a result of the College buildings.

8.2 The College’s Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. The College’s Accessibility Plan sets out the plan to increase the extent to which disabled pupils can participate in the College’s curriculum; improve the physical environment of the College for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided by the College; and the improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

8.3 For further information please contact the Bursar.

9. Admission Arrangements

9.1 The College aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by SEND applicants.

9.2 The College will treat every application for a place at the College in a fair, open-minded way. However, the College will assess all pupils for admission on the basis of its standard selection criteria.

9.3 The College will admit pupils who have SEND if:

- (a) a pupil meets the level required by the College’s admissions process;
- (b) the College is confident that, having considered what reasonable and appropriate adjustments are needed and can be put in place, the pupil can access and cope with the demands of the curriculum and is able to benefit from the College’s wider educational provision;

€ The College endeavours to ensure that it is fully able to support the needs of all prospective pupils. Parents of pupils with SEND or learning difficulties are advised to discuss their child’s requirements with the College before the College considers the application for a place and before their child sits the Entrance examination so that adequate provision can be made for them on the day. Parents and guardians are asked to provide a copy of a medical or educational psychologist’s reports or Specialist

teacher assessment or any other report to support a request for, for example, extra time in the Entrance examination, large print material, use of laptops or other special arrangements. Before an offer of a place is made, the College will assess whether it is able adequately to cater for and meet any SEND (if known) through discussion with parents and guardians, consideration of any specialist reports, references from previous schools and attendance at Open Days or similar, as appropriate.

- 9.4 The College will have due regard to any request by a parent/ guardian or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.
- 9.5 An offer of a place will not be made where, following consultation with parents and after reasonable adjustments have been considered, the College cannot suitably accommodate the child's physical and educational needs or promote the child's disability. The College will always consider its obligations under the Equality Act 2010.
- 9.6 The College Admissions Department will record and pass on any SEND or EHCP information declared by the parent/guardian on the pupil's registration forms to the Academic Support Department.
- 9.7 If, following the offer of the place, it is discovered that the College has not received full disclosure of information relating to the pupil's SEND; the College will do all that is reasonable (through reasonable adjustments) to accommodate for the child's physical and educational needs or promote the child's well-being. If adjustments are unable to be made to support the students Special educational need and or disability then the College may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil. Please see section 16.
- 9.8 The College will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made.
- 9.9 The College's Admissions Policy can be found on the College's website. It applies equally to all prospective pupils and details how the College supports those applicants with SEND.

10. Identification and Assessment

- 10.1 For prospective pupils and before an offer of a place is made, the College will liaise with previous schools and parents to ensure sufficient information is obtained about any special circumstances affecting the pupil.
- 10.2 Some pupils may therefore enter the College with specific learning needs and/or disabilities already having been identified, mostly by an Educational Psychologist's, medical or specialist teacher assessment or in the form of a report/reference from a previous school.
- 10.3 The College's curriculum, plans and schemes of work take proper account of the needs of all pupils, including those with SEND. Once a pupil has entered the College appropriate provision will be implemented (if required) by the Academic Support Department and this will be shared with the Head of Year, Housemaster/mistress and relevant teachers. Regular assessment of progress will be made by class and subject teachers for all pupils, supported by the senior leadership team.
- 10.4 Slow progress and low attainment does not necessarily mean a pupil has a learning difficulty and should not automatically result in a pupil being recorded as having SEND. (Progress may also relate to other areas such as social needs.) However, where the College reasonably considers that a pupil may have a learning difficulty, for example, where there are early indications that a pupil is not making expected progress, the College will do all that is reasonable to help determine the action required including whether any additional support is needed, such as in-class support.

- 10.5 The College may ask the pupil's parents to agree to the pupil being formally assessed from a centre approved specialist, (such as an educational psychologist) or appropriate professional where appropriate.
- 10.6 The parents may consult an educational psychologist retained by the College. The cost be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should consult with the Head of Academic Support prior to a report being commissioned and to use the centre approved specialists.
- 10.7 The College must be given copies of all advice and reports received. If there are significant emerging concerns, or identified SEND, the College will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).
- 10.8 Staff will also take into account any concerns raised by parent or pupils themselves.
- 10.9 Persistent disruptive or withdrawn behaviours may initiate further assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present and there will consultation between the Head of Academic Support, the Assistant Head: Welfare and Housemasters/mistresses.
- 10.10 The College uses a graduated approach where there is a concern for a particular pupil who does not have any diagnosed learning difficulty and/or disability:
 - (a) The first response for all pupils is high quality teaching, differentiated to target any areas of weakness. All teachers are responsible and accountable for the progress and development of all the children in their class. The classroom teacher would therefore usually initiate the first steps of a graduated approach to identifying SEND. The quality of teaching is the subject of regular review and, where necessary, support is provided to assist teachers' understanding of strategies to identify and support those pupils in need of additional support.
 - (b) Assess: If a pupil is making less than expected progress (in light of their age and particular circumstances), members of staff should refer a pupil to the Academic Support Department. The Academic Support Department will investigate the matter and, where they reasonably consider that a pupil may have a learning difficulty, may request that the pupil is assessed by a qualified specialist teacher/assessor and/or request that parents obtain a formal assessment. (see point 21.7)
 - (c) Plan: Parents or guardians will be informed if any assessment suggests the need for additional support. The College will discuss with parents where the results of the assessment recommends additional lessons or other support to meet the pupil's needs and how the College proposes to implement such support, in light of their Equality Act 2010 obligations. Where it is decided to provide SEND support, the Head of Academic Support will advise via direct communication or an Individual Learning Plan (Learner Profile) to the teachers the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place (see section 12). These will be recorded on the College's database and strategies will be reviewed annually. Learning support of this kind will be arranged, subject to proper agreement being reached with the parent as to the charging arrangements for this.
 - (d) Where pupils receive SEND Support, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be informed where an external agency/service provider becomes involved with their child. Parents may opt for additional specialist teaching outside the College, provided that the Head is satisfied with the pupil's safety and travel arrangements and also that the additional specialist teaching is at time which fit in with the remainder of the curriculum, timetable and community life of the College.

- (e) Do: Teachers will work closely with the Academic Support Department to assess and monitor the targeted plan of support and the impact of support and interventions in place for the pupil.
- (f) Review: The effectiveness of any support and its impact on the pupil's progress will be reviewed regularly. Teachers, working with the Academic Support Department, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (if appropriate).

11. Academic support provision and review

- 11.1 All staff who work with a particular pupil will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. Staff may draw upon a variety of sources of information in order to inform their planning such as reviewing any EHCPs and specialist reports, assessment data, progress grades, subject reports and consideration of teacher, pupil and parent feedback.
- 11.2 The College will record the progress of and any support for pupils with learning difficulties or disabilities or where they have an EHCP. This information will be recorded in the pupil's Individual Learning Plan (Learner Profile) on the College's information system by the Academic Support Department (see section 13).
- 11.3 The Academic Support Department will liaise with parents, pupils, Heads of Year, Housemasters/mistress and teachers as appropriate to determine that the level of intervention and support is appropriate, as referred to above. Parental involvement is important to reinforce and contribute to a pupil's progress at school and at home.
- 11.4 The class teacher remains responsible for working with the pupil. They will work closely with all those involved with the pupil and plan and assess the impact of support and intervention and how these can be further developed in the classroom in accordance with the College's graduated approach. The Academic Support Department will support and assist teachers with assessment and advice as to the removal of barriers to learning.
- 11.5 The class teacher, supported by the Academic Support Department, will provide evidence of effectiveness via teacher feedback forms to help revise the support strategies in the light of progress and development made.
- 11.6 In order to avoid disrupting continuity of work in curricular subjects, Academic Support lessons do not take pupils out of subject classes. All pupils in need of additional support are able to receive such support during their lunch periods or in free Co-Curricular time at an additional charge. Pupils in need of additional support may have one session per week, on an individual or group basis, in the Academic Support Area.
- 11.7 It is expected that most pupils will follow the full curriculum for their year group. Any reduction in the number of academic courses taken occurs only with the agreement of senior staff within the College and following close liaison and discussion with the Academic Support Department, Deputy Head (Academic), housemaster/mistresses, parents and the pupils, as appropriate. If a reduction of subjects has been agreed, it may be possible for pupils to access additional Academic Support in place of some of the lessons, which they are no longer attending.

12. Individual Learning Plan (Learner Profile)

- 12.1 The Academic Support Department will ensure that an appropriate Individual Learning Plan (Learner Profile) is in place where required and necessary.

- 12.2 The Individual Learning Plan (Learner Profile) will be prepared and in possible consultation with specialist's reports received, in school screening tests and, if appropriate, the pupil and parents and will include:
- 12.2.1 the adjustments, interventions and support required to meet the outcomes identified for the pupil;
 - 12.2.2 clear dates for review.
- 12.3 In carrying out the review, the Academic Support Department will consider:
- 12.3.1 the effectiveness of the support and interventions and their impact on the pupil's progress;
 - 12.3.2 the views of relevant teaching staff, and, if appropriate, the pupil and the parents; and
 - 12.3.3 any changes that are required to the support and outcomes set out for the pupil.

13. Education health and care plans (EHC plan)

- 13.1 The needs of the majority of pupils with SEND will be met effectively through the College's SEND support. However, where the pupil has not made expected progress despite the SEND support in place, parents and the College have the right under section 36 (1) of the Children and Families Act 2014 to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for the pupil. Parents are asked to consult with the College before exercising this right. The College will always consult with parents before exercising this right.
- 13.2 If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The College does not have this right of appeal.
- 13.3 Where a prospective pupil has an EHC Plan, the College will consult with the parents, a previous school and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the College. The College will cooperate with the local authority to ensure that relevant reviews of the EHC plans are carried out as required.
- 13.4 Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees or additional costs and the College is named in the EHC Plan. In all other circumstances' charges may be made directly to parents, subject to the College's obligations under the Equality Act 2010.

14. The Academic support register and information on the College database

- 14.1 The Academic Support Register is available electronically to all staff.
- 14.2 The register includes:
- A. the pupil's name, year group, house and tutor;
 - B. whether the pupil is eligible for any specific examination concessions or special access arrangements;
 - C. whether the pupil is the subject of an EHC plan;
 - D. the pupil's Individual Learning Plan (Learner Profile) if applicable;
 - E. strategies for support in the classroom;
 - F. the pupil's strengths;
 - G. the date of the most recent assessment;

- H. a brief summary of assessment findings;
- I. the nature of the specific learning need and areas of key support.

15. Anti-Bullying Policy and Additional Welfare Needs

- 15.1 All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the tutoring system, curriculum, PSD sessions and relationships education/relationships and sex education programmes the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The College's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.
- 15.2 The College recognises that those pupils with learning difficulties and SEND are particularly vulnerable to being bullied.
- 15.3 The College has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 15.4 The College also recognises that bullying (or other matters such as but not limited to bereavement) can lead to difficulties with learning or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- 15.5 The College recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:
 - (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - (b) the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - (c) communication barriers and difficulties in overcoming these barriers
- 15.6 The College's Child Protection & Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

16. Alternative arrangements

- 16.1 In the following circumstances the College reserves the right, after consulting with parents, to request or require the withdrawal of a child:
 - 16.1.1 In instances where, in the opinion of the college a formal assessment, additional specialist teaching, learning support, or medication is advised for the child, and consent is not given.
 - 16.1.2 If information is deliberately withheld that affects the ability of the College to effectively address the child's learning difficulties or disabilities.
 - 16.1.3 When the child's learning difficulties necessitate a level of support or medication beyond that the College can reasonably provide or arrange.
 - 16.1.4 In cases where the child has special educational needs that make it unlikely they will benefit sufficiently from the mainstream education and facilities provided by the College.

- 16.2 In any of these circumstances, the College is committed to taking reasonable steps to assist parents/carers in finding an alternative placement that will offer the child the appropriate level of teaching and support.
- 16.3 The withdrawal of a pupil under these conditions will not result in charges to fees in lieu of notice. The deposit paid in respect of the child will be credited to the payee's account.

17. Resources

- 17.1 The Department has a wide range of text-based resources; these include books providing information on learning differences, study skills and specific learning difficulties, as well as a variety of teaching resources, all of which are available as sources of reference.
- 17.2 Online websites and software programs are available for use in Academic support lessons
- 17.3 Pupils may use their iPad and laptop computers for homework/prep work. The Head of Academic Support is responsible for disseminating the information to staff regarding pupils who may use a word processor in lessons (in accordance with the word processor policy); however, the ability to present neatly handwritten work is also considered to be a necessary skill and, therefore, pupils are encouraged to maintain this ability as well as to develop their expertise in word processing. Nevertheless, the College recognises that some pupils have a specific difficulty with either the quality or speed of their handwriting and, as a result, need to be able to word process the majority of their work; in order to do this, formal evidence of need must be available.

18. Examinations

- 18.1 Pupils who have been diagnosed as having a learning difficulty or disability may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.
- 18.2 All public examination concessions are granted on the basis of evidence of need as stipulated by the requirements of the Joint Council for Qualifications. In addition, a valid assessment from a centre approved Educational Psychologist, Specialist Teacher, Specialist assessor or other relevant professional is necessary. Parents are asked to liaise with the Head of Academic Support in good time with respect to this.
- 18.3 Pupils should be able to access concessions for which they are eligible in their College-based tests and examinations. Where tests have occurred during lessons which, in most cases, preclude the accommodation of extra time, this will be recognised in test feedback.

19. Supporting teachers

- 19.1 The Academic Support Register is available electronically and is updated on a regular basis.
- 19.2 Additional relevant information is disseminated as it becomes available or when a need arises.
- 19.3 Pupils may receive help with subject specific materials within subject specific academic support sessions run by the teachers. Members of the Academic Support Department liaise with teachers, tutors, teaching assistants, Heads of Year, Housemasters/mistresses and Senior Tutors regarding pupils' individual needs and work in partnership to support pupils' specific learning needs within a classroom context.

20. Inset

- 20.1 The College's INSET programme aims to be inclusive and seeks to embrace all aspects of teaching and learning, including specifically identified learning differences and difficulties.
- 20.2 As part of the Induction Programme for teachers who are new to the College or undertaking ITT/ECT 1 or 2, information is provided about the ways in which pupils are supported within College. Strategies for support within a classroom context are also suggested.

21. Liaising with Parents

- 21.1 Parents or guardians may contact the Head of Academic Support or Housemasters/mistresses to discuss matters relating to academic support.
- 21.2 Academic support teachers attend Parents' Meetings for students that they teach.
- 21.3 The College will provide a subject report to parents on their child's progress during the academic year. The College will meet with parents once a year (via parental meetings) to discuss outcomes, progress, and identify responsibilities of the parents.
- 21.4 Members of the Academic Support Department may need to contact parents or guardians regarding matters of support for learning or examination access arrangements. Housemasters/mistresses and/or Heads of Year will be kept informed of such communications.
- 21.5 Parents should notify the College immediately if their child's progress or behaviour causes concern so that the College can devise and agree on a strategy with the parents, where necessary.
- 21.6 Parents or guardians are welcome to discuss matters arising from an Educational Psychologist, Specialist teacher/assessor report, internal screening or other specialist reports with the Head of Academic Support.
- 21.7 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of an internal assessment with the school's qualified assessors should make arrangements accordingly and only after consultation with the Head of Academic Support to use centre approved specialists. In these circumstances' parents must ensure that the College and the Head of Academic Support are given copies of all advice and reports received.

22. Liaising with the Senior Team and Heads of Departments

- 22.1 The Deputy Head (Academic) represents the Academic Support Department at senior leadership level.
- 22.2 The Head of Academic Support is a member of the Academic Leadership Committee and attends meetings in which matters of policy and practice are discussed.

23. Links with other bodies and professionals

- 23.1 Members of the Academic Support Department seek to keep up to date with current developments by attending relevant conferences and seminars.
- 23.2 The College seeks to obtain information from pupils' previous schools and parents or guardians regarding the specific learning needs or any special circumstances affecting new entrants.
- 23.3 Documentation regarding a pupil's specific learning needs can be forwarded to the Student Support departments within further and higher education institutions upon request from the SEND departments and with the student (age dependent) or parental permission.

23.4 If a pupil withdraws from the College and moves to a new school, the department for Academic Support will forward relevant information regarding SEND provision and access arrangements to the new Head of Academic Support/SENCo to allow for continuity of support.

24. Supporting pupils with Medical Conditions

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

24.2 Some may also have SEND and may have a Education, Health and Care plan, which brings together health and social care needs, as well as their special educational provision.

24.3 The College will support pupils with medical needs in light of published DfE guidance as amended from time to time.

25. Training and Resources

25.1 Training needs of staff in relation to SEND and learning difficulties are identified as part of the College's professional review cycle and funding allocated to ensure all staff are trained to the appropriate level.

25.2 In order to maintain and develop the quality of teaching and provision to meet the needs of all pupils, the College arranges regular training for staff.

25.3 All teachers and support staff undertake induction training and at regular intervals thereafter so that they understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This, includes meeting with key staff members to explain the systems and structures in place around the College's provision and practice and to discuss the needs of individual pupils. The College maintains written records of all staff training.

25.4 Members of the department for Academic Support ensure that they keep up to date with current developments in the field by attending training courses, conferences and sharing expertise with other practitioners.

26. Monitoring the implementation of the academic support and the quality of provision

26.1 The College will rigorously and regularly monitor the quality of provision through the following:

- Lesson observations;
- Work sampling;
- CAGS reports;
- Teacher feedback;
- Data analysis;
- Views of parents, pupils and staff.

26.2 Heads of Department monitor classroom practice to ensure that appropriate differentiation is occurring within their departments via PPD process.

26.3 Teachers within the Department for Academic Support meet regularly to discuss pupils' progress, teaching and learning strategies and matters arising.

- 26.4 Members of the Academic Support Department monitor the progress of pupils who are on the Academic Support Register.
- 26.5 The Head of Academic Support keeps a record of email contact with parents or guardians regarding issues related to the provision of Academic support.
- 26.6 Pupils' perceptions regarding the quality of Academic support provision are monitored by means of a pupil voice questionnaire, where appropriate.
- 26.7 The attainment of pupils with specific learning differences is monitored against that of their peers in GCSE and 'A' level examinations.
- 26.8 Any issues regarding the provision of Academic Support within College should, initially, be referred to the Head of Department or, if the Head of Department is unable to resolve the matter, the Deputy Head (Academic). If a problem remains unresolved, parents are invited to contact the Head.

27. Risk assessment

- 27.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and an appropriate action will be taken to reduce the risks identified.
- 27.2 The format of risk assessment may vary and may be included as part of the College's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the College's approach to promoting pupil welfare will be systematic and pupil focused. Please see above for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

28. Record keeping

- 28.1 All records created in accordance with this policy are managed in accordance with the College's policies that apply to the retention and destruction of records.
- 28.2 The information created in connection with this policy may contain personal data. The College's use of this personal data will be in accordance with data protection regulations (GDPR). The College has published privacy notices on its website which explain how the College will use personal data.

29. Review

- 29.1 The College will review this policy on an annual basis to ensure the College meets the needs of those pupils with SEND.