St Dunstan's College

Senior School



Individual Student Need

Policy Owner: Deputy Head Academic

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Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head Academic	Lent 2025	New template Converted to a Senior School only policy No material amendments necessary
Annual Review	Deputy Head Academic, Deputy Head Pastoral and SENDCO	Lent 2026	Added related documents as appendices

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1. Aims

This policy is applicable to staff, students and parents / carers of St Dunstan's College Senior School ('the school) and aims to ensure all parties are clear on individual student need and how it is managed and overseen in the school.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act 1996
- SEND Code of Practice (2015)
- Equality Act (2010)
- Duty to Prevent (2015).
- Children and Families Act (2014)

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of the Senior School.

The governing body has a duty to:

- Review this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of Senior School

The Head of the Senior School and Deputy Heads Academic and Pastoral for the Senior School are responsible for this policy is implemented. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 The Deputy Heads Academic and Pastoral (Senior School)

The Deputy Heads Academic and Pastoral (Senior School) oversees the policy through working with the Individual Student Needs (IPN) team including:

- The Special Educational Needs and Disabilities Co-ordinator's (SENDCos),
- The College Nurse,
- Senior School Assistant Heads

The Deputy Head Academic (Senior School) oversees the provision of EAL, through the SENDCo who provides support and advice on relevant inclusion strategies for international and EAL students. The Deputy Head Academic also oversees the progress of all scholars.

3.3.1. The Special Educational Needs and Disabilities Co-ordinator's (SENDCos)

The Special Educational Needs and Disabilities Co-ordinator's (SENDCos), who advise on strategies to ensure inclusion and progress in the curriculum for students with specific learning needs or disabilities (SEND). The Senior School SENDCo is supported by a Deputy SENDCo.

3.3.2 The College Nurse

The College Nurse, who advises on strategies to ensure inclusion and progress in the curriculum for students throughout the College with specific medical needs.

3.3.3 Senior School Assistant Heads

Senior School Assistant Heads who advise on specific strategies and interventions to support the inclusion and progress of Senior School students with pastoral needs.

3.4 Staff

Staff are responsible for understanding this policy and their role. It is the responsibility of all teachers to ensure progress is made by all in their classes, providing appropriately differentiated strategies, or work, to address all students' individual needs. Teachers are supported in this by the following:

3.4.1 The Head of Department

The Head of Department is responsible for subject-based Schemes of Learning and Assessment. These schemes and their delivery are managed to provide supporting materials and advice, including the identification of strategies and resources designed to promote inclusion, enrichment, and extension.

3.4.2 The Tutor and Head of Year

The Tutor and Head of Year provide support to students and review general progress on a regular basis.

3.4.3 The Deputy Head Academic (Senior School)

The Deputy Head Academic (Senior School) oversees Individual Student Needs, through working with the Individual Student Needs (IPN) team including:

3.4.4 Teaching staff and members of the IPN team

Teaching staff and members of the IPN team collaborate across school contexts. Teachers approach members of the IPN team for support and guidance to enhance inclusion and progress. Similarly, the IPN team supports teachers through a variety of methods, for example, by attending Department meetings, engaging in student pursuits and learning walks, leading staff training, monitoring academic and co-curricular outcomes, inviting teachers to Team Around the Child meetings about individual children and providing advice and guidance to individual staff as needed.

The IPN team actively support relevant teaching staff to enhance the quality of inclusion or enrichment in their classrooms.

3.5 Students and parents/carers

Students and parents /carers are responsible for engaging with individual student need.

4. Assessment of Individual Student Needs

Typically, students who may benefit from individual support are those with additional needs relating to the following areas:

- Communication and interaction (including ASD, speech and language difficulty)
- Cognition and learning (including dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health (including ADD, ADHD)
- Sensory and/or physical needs (including visual impairments, hearing impairments)

The school recognizes its obligations under the Equality Act 2010 and will seek to ensure that disabled students are not put at a substantial disadvantage, by comparison with students who are not disabled, by making reasonable adjustments to policies, criteria and practices and by providing auxiliary aids and services. Further information on the school's Policy, including how parent's / carers can make requests for reasonable adjustments, can be found in the school's Special Educational Needs and Disabilities (SEND) Policy.

The school also recognises that the following students may require individual support;

- Students with Medical conditions
- Students for whom English is an additional language (EAL)
- Students identified as More Able
- Students awarded Scholarships
- Students for whom there are safeguarding concerns
- Students who are categorised in the Emotionally Based School Avoidance (EBSA) category

With all forms of support the school advocates a students focused approach of Assess, Plan, Do, Review. The cycle of Assess, Plan, Do, Review always involves the child and their family in the discussion and decision-making process, having the opportunity to express preferences. Within the parameters of what is reasonable and can be resourced, there will be a graduated response to need, which always begins with Quality First Teaching by our staff for inclusive learning.

The intention of the school is to work with students with SEND to promote successful integration and inclusion into the mainstream curriculum. The school will support students and families to develop their Learning Support Profiles that focuses on approaches the student and teachers can implement in and between lessons to promote successful learning.

It is not the school's usual practice to provide 1-1 support particularly during timetabled lessons. In some circumstances, short blocks of 1:1 support may be offered as a temporary measure.

Where the school feels it appropriate, parents / carers can be requested to seek further advice and guidance from external specialists or other educational/medical professionals. This could include the school supporting the parents to request an Educational Health Care Needs assessment. Where parents / carers choose not to act upon the school's advice, the school will continue to support the student through Quality First Teaching. 2.8. The relevant member(s) of the SEND team will review the effectiveness of the Learning Support Profile at least once per year. Individual Healthcare Plans are reviewed annually by the Nurse. Action Plans are reviewed half-termly by the member of staff responsible for the creation of the Plan.

The SENDCo and Deputy SENDCo, in partnership with the Examinations Officer, are responsible for managing and reviewing examination access arrangements during a student's time at the school.

5. Students with an Education, Health and Care Plan (EHCP)

Although the school is not a S41 School under the Children's and Families Act 2014, the school is proactive in its support for applications for Education and Health Care Plans (EHCPs), and our SENDCo, in partnership with relevant pastoral and academic staff, work closely with families where an EHCP might be warranted for a student. The SENDCo will lead on any EHCP application. Where a student with an EHCP plan is currently at the school, the SENDCo ensures that annual Team around the Child (TAC) meetings take place for all relevant internal and external stakeholders, which would include the student and/or their clear input into the process. The SENDCo is responsible for the EHCP consultation document and Annual Reviews.

Where the Local Authority, or other professional agency working closely with the student, requests information from the school about a student with an EHCP, the school will ensure that this information is shared, in line with our duties under GDPR and our safeguarding policies. Where the Local Authority or other professional agencies do not request such information from the school prior to a student's annual review through a TAC meeting, the SENDCo will proactively contact such bodies to investigate which information might be of use in order to be best prepared for the annual review of an EHCP.

Where a student is at the school with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the school will ensure that the annual review from the TAC is provided to the Local Authority responsible for the student's EHCP. Further information can be found in the student's SEND policy.

6. Admissions

It is the responsibility of families to inform the school of previously diagnosed or anticipated SEND/learning needs or medical needs before admission to the school, or as soon as they are aware of them. Further information can be found in the Admissions Policy, Admissions Assessment Procedures, and SEND Admissions Policy.

The school is able to support students with mild and mildly moderate needs from Year 7 to Year 13. We are not typically able to support students with moderate or severe SEND or behavioural needs due to the nature of our provision. The school does not offer a modified curriculum, and it is the expectation that all students will follow the broad and balanced curriculum on offer. In the event that the school is unable to meet a prospective student needs the SENDCo and admissions panel will provide parents or guardians with advice on alternative settings.

Parents/ carers are responsible for informing the school if their children are EAL and of their level of English. In the Senior School, EAL students will be required to have competence at BAND B1 (IELTS 4.5) and will follow a fully immersive program.

When notified of a SEND/learning need or medical need prior to admission, the school will ensure appropriate identification and assessment of developing student need. All initial SEND and learning difficulty assessments result in the creation of a Learning Support Profile, summarising relevant details of need, and initial Priority Strategies for staff. This is made available to all relevant staff through the school information management system. The SEND Register is updated regularly, and families are informed if their child is on the SEND Register. An Individual Healthcare Plan will be generated for students with medical conditions.

It is the responsibility of parents / carers to provide the school with details of any medical conditions that affect their child, and to keep the school updated with regards to any developments or changes with any medical condition. Further information is included in the policy document Supporting students with Medical Conditions.

7. Monitoring

This policy will be reviewed by the Deputy Head Academic annually. At every review, the policy will be approved by the Education Committee.

Appendix 1 - English as an Additional Language

St Dunstan's College is an academically selective school that takes pride in maintaining high academic standards and ensuring outstanding progress for students. The school recognises that language is central to all learning, both curricular and co-curricular, and for the wider development of the students. The school makes every effort to integrate students' cultural and linguistic heritage throughout their learning. We believe that the continuing development of literacy in the students' native language is important for personal growth and self-confidence, social enrichment and successful academic development.

St Dunstan's College supports both bilingual and multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. As the school welcomes students with a variety of linguistic, ethnic and economic backgrounds, it is vitally important that the EAL Policy is flexible, allowing the school to incorporate different learning needs and needs of students.

It is the belief of the school that EAL students should have access to the school curriculum and to the full range of co-curricular activities the college provides. We are committed to all students being fully integrated into the college and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

Definition

EAL stands for English as an Additional Language. This refers to learners whose first language is not English; the learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language is not used. At St Dunstan's College, we have a number of students who are both bilingual and multilingual learners; those who need additional support in English are given so through a number of different ways.

We believe that children learn English most effectively by immersion in an English language environment. Full participation in the school curriculum throughout the day immerses our EAL students in the English language, and at the same time allows them to learn the important skills required of each of their subjects as they are acquiring English proficiency. Immersion means giving students authentic access to the richest learning environment possible whilst still accommodating and supporting their language development needs.

The school SENDCo who is trained in EAL works with classroom teachers to ensure the academic requirements are modified to meet the needs of EAL students.

Our criteria for being on the Individual Student Need Register

As previously stated, we have a number of students who speak either one or several languages outside of school and whilst English may not be their first language, they do not need any support with English.

These students are not on our Individual Student Need Register as they do not require immediate support with their English language nor support in accessing the curriculum due to language barriers. We do however keep a separate document, called the EAL student list, of those students and the languages they speak at home and in general. This document is circulated amongst the staff so staff are aware of the linguistic abilities of the students and tutors should be aware of this list.

The students whom we have on the Individual Student Need Register are those who have not yet achieved an IELTs level 5 and still require support from teachers in the classroom.

These students are not limited to our cohort of Euro Asia students and may include students who are internationally displaced or joining the College from a different country, but these are exceptional circumstances.

The role of EAL provision within the school

The principal aim of EAL provision is to give all students whose first language is not English the linguistic ability and confidence in their academic studies and co-curricular choices whilst they are studying at St Dunstan's College.

- To coordinate strategies and actions that enable full inclusion of all students in curricular and co-curricular opportunities at school
- To provide reasonable and appropriate material resources, target support and suitable advice to EAL students
- To improve English language skills in order to allow students to access the general curriculum
- To coordinate with colleagues, Heads of Department, Heads of Year, tutors, parents/guardians and students to offer support to any EAL student failing to reach their potential due to a language barrier
- To assist departments in supporting EAL students in their acquisition of English language skills across the curriculum
- To provide regular assessment and monitoring of the progress of EAL students supported by the department through the EAL Learning Support Profile and where applicable any Action Plan
- To encourage the celebration and sharing of the culture of EAL students

Support for teachers

Teachers are supported in their teaching of students with a suspected or identified EAL need in the following ways:

- Staff INSET (at regular intervals, as part of CPL available, this will be delivered to departments or whole staff CPL)
- Information contained on the Individual Student Need Register and individual EAL Profiles, accessible via the school's management information system (iSAMS)
- Advice given within departmental meetings, often by the school SENDCo, when it is clear there are particular issues relating to a subject
- In-class observation of students with EAL and subsequent feedback from the school SENDCo
- Provision of EAL Profiles for students who require support; teachers are aware of the Profiles for those they teach and therefore must read them, act on advice and strategies recommended by them, insofar as they are relevant to their subject

College cycle of action

The school's four stages of EAL identification, support and review follow its guidance of "Assess, Plan, Do, Review."

Identification of students with EAL (Stage 1- "Assess")

- In regard to identification, it is the responsibility of families to inform the school of any previous support for English learning, or any anticipated learning needs before admission or as soon as they are aware
- All students are given a language survey asking about their first language, spoken language at home and how long they have been learning English. This data is used to inform whether further identification of needs is necessary

Support students with EAL (Stage 2-"Plan")

The school SENDCO will generate an EAL Learning Support Profile when:

- A student joins the school with an identified EAL need
- A student is currently attending the school and has suspected EAL needs which require help within the classroom

Where appropriate, the EAL Profile will contain information gathered from the student, parents and relevant staff, as well as any relevant information gathered from Stage 1. The EAL Profile will outline

the priority strategies that have been recommended to support the student's suspected or identified EAL needs. Summaries of relevant documentation and advice from specialist assessments are also included.

The school SENDCo will arrange a meeting to discuss the proposed EAL Profile with the parents / carers and student in order to agree on a final document. Following this, the student will be added to the school 's Individual Student Need Register. In instances where specific outcomes need to be met, a student may be placed on an Action Plan.

The Individual Student Need Registers are available to all relevant staff at the school through the internal Management Information System (iSAMS). The Individual Student Need Registers record the student's suspected or identified EAL, priority strategies and any other reasonable adjustments.

Supporting students with EAL (Stage 3-"Do")

The school SENDCo will:

- Monitor the use and effectiveness of the priority strategies (by teachers and student) set out in the EAL Profile through observations, learning walks and communication with relevant stakeholders
- Implement and/or oversee the delivery of any interventions that are required by an EAL Profile

The objective of the provision is to support full integration into the mainstream curriculum so that students are not withdrawn from timetabled classes.

Reviewing the support and progress of students with EAL (Stage 4-"Review")

The school SENDCo will review the effectiveness of the EAL Profile. The outcome of this review will determine one of the following:

- The EAL Profile has supported the student in their learning, and the priority strategies remain in place
- The EAL has not been as effective as desired, and alternative strategies will be recommended
- The EAL Profile and its priority strategies have not been successful, and it is believed that further guidance would be beneficial

International students joining St Dunstan's College

The students are screened on their entry to St Dunstan's College to determine their English ability level. This screening considers their English (EAL) Entrance exam taken prior to their arrival in the college and any examination qualifications together with academic reports supplied by their previous

school. It is normal practice for those attending the screening to achieve an IELTS score of 4 and above for students applying admission to the school.

Appendix 2 - Scholarship

In the Senior School, the following Scholarships are available for students:

- Academic Scholarship: this is typically awarded at 11+ based on performance at admissions and subsequent scholarship interviews, measuring academic attainment, potential, and the student's approach to learning.
- Co-Curricular Scholarship: this is typically awarded at 11+ based on performance at co-curricular scholarship assessments at admissions, and are specific to Art, Drama, Music, and/or Sport.
- Sixth Form Scholarship: this is awarded at entry into our Sixth Form, both for internal and external students, based on academic attainment, approach to learning, commitment to the Sixth Form Diploma programme, and meeting the requirements of the Sixth Form Scholarship Project.
- Music Exhibition: this is awarded to students who show particular aptitude in specific musical instruments to pay for their tuition from Visiting Music Teachers and is typically held by all Co-Curricular (Music) Scholars as well as by selected non-scholars.

The Scholars register

Students who are awarded scholarships are entered onto our Scholars Register. This is an internal document available to all staff and will include the type of scholarship (for example, Co-Curricular [Music]), but not the value of the scholarship. This is to inform relevant staff of the student's status as a scholar, and to assist with the identification of enrichment, leadership, and learning opportunities by teachers as well as to form part of any pastoral discussions with the student and/or their parents or carers.

The awards committee

The Awards Committee meets once a year during the Trinity Term to review the performance of Award holders and is chaired by a member of the Leadership Team, and includes the Deputy Head Academic, Deputy Head Pastoral, Assistant Head Co-Curricular and Head of Scholars.

Before this annual Committee Meeting, the Head of Scholars conducts an audit of the scholar's progress within the school, drawing on the specific obligations outlined below, to be presented to the Awards Committee for their consideration. Parents / carers are contacted both before and after this Awards Committee meeting as to any areas of praise or concern for their child's status as a Scholar in the school.

Opportunities for Scholars

The school is proud of the wide range of enrichment activities available to all students and the array of options for learning beyond the classroom from academic departments and co-curricular teams. There are additional bespoke programmes available for scholars, as part of their award, as outlined below.

All Scholars receive regular mentoring from either the Head of Scholars (Lower School), Deputy Head - Academic, Assistant Head (Director of Studies) or Oxbridge Mentors (the "Scholarship Team") who meet with them at regular intervals to discuss their individualised scholarship plan. Academic Scholars are expected to commit to a range of academic enrichment options; the Scholarship Team coordinates and leads an ambitious programme of Academic Scholarship each year, which includes visits to places of interest in London and a series of internal lectures and events. Co-curricular scholars and Music Exhibitioners follow individualised programmes overseen by the respective department area. Sixth Form Scholars attend a programme of training in research methods and the creation of a research project, as well as regular input from the Assistant Head (Director of Sixth Form) with regards to their championing of the Sixth Form Diploma.

Expectations of Academic Scholars

Students who receive Academic Scholarships are required to fulfil the purpose of this Award by:

- Demonstrating an excellent approach to learning, as evidenced by learning scores. Academic scholars are expected to have a consistent average learning score of 15 or above across their subjects, and for no subject to be below a Learning Score of 13.

- Demonstrating the required levels of academic attainment.
  Lower School (Years 7, 8 and 9)
    - Academic Scholars are expected to consistently attain a minimum of 'meeting expectations' in their Trinity term report in all core subjects (English, Maths, Biology, Chemistry and Physics) and in at least four other subjects.

Middle School (Years 10 and 11)

- Academic Scholars are expected to consistently attain an average point score of 7.0 across all GCSE subjects

- Contributing positively to the life of the school through contribution to House activities, academic pursuits, and the co-curricular programme. Academic Scholars are expected to commit to at least two such activities on a consistent basis throughout their time at the school.

- Setting an excellent example to other students and demonstrating the values of the school by adhering to the school Rules and demonstrating the positive behaviour outlined in the *Expected Student Behaviour Policy*.

Expectations of Co-Curricular Scholars

Students who receive Co-Curricular Scholarships are required to fulfil the purpose of this Award by:

- adhering to the College's required standards of conduct and demonstrating a positive approach to learning, as evidenced by learning scores. Co-curricular scholars are expected to have a consistent average learning score of 13 or above, and no subject to be below a Learning Score of 10.

- in the case of a Co-curricular Award (Scholarship), the pupil is expected to commit fully to the subject of that Award with a minimum expectation as per the specifics below:

    - **Art** Scholars are expected to independently visit two major art exhibitions each year, to be presented as a double page of research, analysis, and responses reviewing the exhibition in their sketchbooks, alongside attending one of the Forder Art Clubs each week and an active involvement in House Art activities.
    - **Drama** Scholars are expected to engage in one drama-related event per term, which could include a school production, workshop, or review of a piece of theatre, as organised by the Drama department.
    - **Music** Scholars are expected to attend two ensembles per week (one of which can satisfy the Exhibitioner requirement), and perform in the ensemble's school performances and/or concerts, as well as being part of scholarship enrichment opportunities through solo work and participation in Music masterclasses.
    - **Sport** Scholars are expected to be present punctually to one training session each week for the Core Sport for that term outside of curriculum time, and to attend all fixtures for that Core Sport when selected.

- contributing positively to the life of the College through contribution to House activities, academic pursuits and the co-curricular programme.

- setting an excellent example to other pupils and demonstrating the values of the College by adhering to the College Rules and demonstrating the positive behaviour outlined in the *Expected Pupil Behaviour Policy*.

Expectations of Music Exhibition Award Holders

Students who receive a Music Exhibition are required to fulfil the purpose of this Award by:

- Evidencing progress through commitment to ABRSM and/or Trinity grades in music (or any other suitable awarding body)

- Consistent attendance in private instrumental lessons, as stipulated by VMT in their reporting

- Remaining a member of at least one school ensemble in their awarding instrument, and attending the ensemble's rehearsals each week punctually including their formal performances.

- Setting an excellent example to other students and demonstrating the values of the school by adhering to the College Rules and demonstrating the positive behaviour outlined in the *Expected Student Behaviour Policy*.

Expectations of Sixth Form Scholars

Students who receive a Sixth Form Scholarship are required to fulfil the purpose of this Award by:

- Achieving the minimum transition requirement of 3 grade Cs or above in their end of Year 12 examinations.

- Demonstrating a positive approach to learning, as evidenced by learning scores. Sixth Form Scholars are expected to have a consistent average learning score of 15 or above, and no subject to be below a Learning Score of 13.

- Engaging fully in the Scholars' Programme, including attendance on Scholars' trips, seminars and other activities

- Maintaining sufficient progress in their Sixth Form Scholarship Project, by:

    - Meeting published deadlines for the Project
    - Receiving satisfactory feedback from their Mentor and/or the member of staff responsible for the Sixth Form Scholars on each aspect of the Project which is handed in
    - Engaging with their Project Mentor by checking in regularly and keeping meeting notes
    - Presenting their completed project at the Scholars' Symposium in Year 13

- Contributing positively to the life of the school through contribution to House activities, academic pursuits and the co-curricular programme.

- Setting an excellent example to other students and demonstrating the values of the school by adhering to the College Rules and demonstrating the positive behaviour outlined in the *Expected Student Behaviour Policy*.

Review of Scholarships

The continuation of academic and/or co-curricular scholarships are dependent upon the Scholar meeting the criteria set out above. It is the expectation that students will achieve these standards across their journey at the school, and as such scholarships are awarded with the anticipation that they will be held for the entire of the student's time at the school.

However, where students do not meet the criteria outlined above, the following support process will be initiated.

Stage 1: Informal Support:

The Head of Scholars, under the leadership of the Deputy Head Academic (Senior School), reviews and monitors the performance of all scholars regularly, and offers or coordinates informal support where it becomes apparent that the scholar might not meet these minimum expectations over the year. This process is conducted at least once during the academic year before the end of the Lent Term, to ensure that scholars at danger of not meeting the minimum obligations as outlined above are identified and supported in advance of the annual Awards Committee in the Trinity Term. In these instances, students will be offered an individualised and informal Action Plan to support them in fulfilling the expectations of their Award, overseen by a relevant member of staff. Parents / carers will be invited to attend a meeting with the Head of Scholars and any other relevant staff to discuss this Action Plan and its desired outcomes.

Stage 2: Formal Intervention

At its annual Awards Committee, the school reviews the performance of its scholars across the previous academic year. Students who have fallen below the minimum obligations, as set out above, will be required to engage with a formal action plan, as directed by the Awards Committee. Parents / carers will be invited to attend a meeting with a member of the Senior School Leadership Team to discuss the formal Action Plan that the student will be required to meet, and to outline the risk to the award if the student continues to fall below expectations. This will include a written summary of the outcomes to be achieved by the student by the following year's Awards Committee in order to maintain their Award. This formal Action Plan will be reviewed regularly by a member of the Senior School Leadership Team, who will remain in communication with the scholar's parents / carers, and the outcomes of the Action Plan will be formally reviewed by the Awards Committee the following year.

Stage 3: Withdrawal

If a student continues to fall below expectations, the school reserves the right to withdraw a scholarship from a student. This decision will be taken by the Awards Committee, and will be communicated to parents / carers by a member of the Leadership Team. Where the Awards Committee decides that an Award is to be withdrawn, this decision will be effective from the end of that Trinity Term.

In all cases as outlined above, the time between Stage 2 and Stage 3 will always be a minimum of 12 months.

Confidentiality

The value and terms and conditions of the award shall remain confidential between the parents / carers and the student and the school. Teachers are not made aware of the value of any scholarship within our Scholars Register.

Appendix 3 - Special Educational Needs (SEND) Learning Support

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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, 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.

Children will not be regarded as having difficulty learning solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is disabled if they:

- Are prevented or hindered from making use of facilities of a kind generally provided for others of the same age
- Have a physical or mental impairment which 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)

Not all students who have SEN are disabled. Not all disabled students have SEN but understandably, there is overlap.

Accessibility

In line with its duty under the Equality Act 2010 the school's three-year Accessibility Plan sets out how the school will;

- Increase the extent to which disabled students can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

The school recognises difficulties may be experienced from time to time by disabled students moving around the school site buildings. Accessibility will always be considered when planning new buildings.

Parents / carers must inform the school with regards to any information about a child's medical needs and/or disabilities and update the school if there are any developments or changes to this. The school is committed to ensuring all reasonable adjustments are considered and put in place for relevant students in need of accessibility considerations.

Policy Aims and Objectives

The aims of this policy are to support students with SEND towards full inclusion and enrichment at St Dunstan's school by:

- Working with the students concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best possible outcomes for each student;
- Working with families and outside agencies, where necessary, to enable the greatest possible access to opportunities for students.

The objectives of the school's SEND provision are:

- To coordinate strategies and actions that promote and enhance full and successful inclusion of all students within curricular and co-curricular opportunities, ensuring differentiation where appropriate.
- To scrutinise, support, and advise staff in their teaching of students with SEND or learning difficulties.
- To ensure all students are included within relevant opportunities, regardless of SEND or learning difficulties.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of SEND students alongside their peers.
- To maintain links with parents / carers of students with SEND or learning difficulties regarding their progress and inclusion within the life of the school.
- To maintain contact with external agencies so that the optimum support can be achieved for every student.

We expect all students to be successful by becoming confident and effective learners. With support and encouragement, we believe all students can take responsibility for their own learning. It is our firm belief that students with SEND should participate in the full life of the school. It is our aim to create culture of inclusion that enables the diverse needs, identities, and interests of all learners and community members to be acknowledged and actively celebrated, with appropriate challenge and support. four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

SEND Provision at the school is based on the following practices:

- Inclusive practice
- Identifying and removing barriers to learning and participation
- Quality First Teaching for all students
- Early identification of needs using: evidence-based outcomes, focused interventions, and regular cycles of review
- Consultation with parents / carers and students throughout the process
- Maintaining high expectations for all students

The school is set up to support students with mild to mildly moderate needs. Interventions in the Senior School are centred around the students' need to be fully participating in all lessons and provide a block of 6 - 10 weeks of intensive support.

Governor and Staff Responsibilities

The governing body is responsible for determining school policy and provision for students with SEND. The Head is responsible for overseeing all aspects of the school's SEND provision and keeping the governing body fully informed of the implementation of the school's policy in practice.

All teachers are responsible for helping to meet a student's needs (irrespective of any specialist qualifications or expertise) and are expected to follow the school's procedures for identifying, assessing and making provision to meet those needs. This stems from the graduated approach to SEND, which highlights Quality First Teaching as essential to successful SEND provision. This can include (where appropriate), but not limited to, in class differentiation:

- by seating;
- by task;
- by instruction;

- by resources (e.g. worksheets, word banks, mind-maps etc.);
- by reasonable adjustments (e.g. overlays, coloured paper, writing slopes etc.);
  by assistive technology (in accordance with our ICT Policy (P15) and its related documents referring to Acceptable Use and Bring Your Own Device – BYOD
- The school SEND provision is overseen by the SENDCos In the Senior School (Years 7-13), SEND provision is supported by a Deputy SENDCo. The SEND team collaborate and work together, meeting regularly to discuss whole-school policy and practice. The SENDCos have responsibilities which include:

    - Determining the strategic development of the SEND policy and provision in the school, together with Senior School leaders, the Head, and governing body;
    - Having overall day-to-day responsibility for the operation of the SEND policy
    - Coordinating specific provision for children with SEND, including those who have EHC plans (EHCPs);
    - Overseeing the referral and assessment of students who demonstrate difficulties both in and out the mainstream class.
    - Ensuring all staff understand their responsibilities to students with SEND and the school's approach to identifying and meeting SEND;
    - Ensuring that teachers are given any necessary information relating to a student's SEND or learning difficulty so that teaching practices are appropriate;
    - Ensuring parents' / carers insights are considered in the planning of action taken by the school to support their child's identified or suspected SEND;
    - Liaising with external professionals and agencies, as appropriate;
    - Ensuring that the school keeps up-to-date records of all students with SEND;
    - Working closely with the Admissions team to ensure equality and equal opportunity in the Admissions processes, and to ensure handovers of SEND information with regards to new student;

Parents /Carers Responsibilities

To ensure that parents /carers and students can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the students. Parents /carers must:

- Provide the SENDCos with copies of any reports or recommendations concerning the student's special educational needs or disability from previous schools or elsewhere. (Parents / carers agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.)
- Inform the school at admissions of any needs that your child has, whether diagnosed or suspected.
- Inform the school of any emerging needs whilst the student is at the school.

- Help the SEND team to understand your child or young person's physical, social, developmental, and family history
- Participate in developing Learning Support profiles and action plans and implement them at home
- Provide insight into your child's ambitions and future learning plans
- Arrange required assessments and external support services as advised by the SEND team

Support for the Teachers

Teachers are supported in their teaching of students with SEND or learning difficulties in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training);
- Information contained on the SEND Register, and individual Learning Support Profiles, accessible via the school's management information system (iSAMS) and in the Staff Shared Area;
- Advice given within departmental meetings, including directly by SENDCos where appropriate;
- Feedback from any in-class observation of students with SEND or learning difficulties, including when particular learning or behavioural issues are identified;
- Advice in relation to implementing the provision set out in individual Learning Support Profiles or Action Plans.

Identifying, supporting and reviewing students with SEND

The school regularly reviews student progress to help monitor whether children are making the expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a student being recorded as having SEN).

However, where the school reasonably considers that a student may have a learning difficulty, for example where there are early indications that a student is not making expected progress, the school will do all that is reasonable to report and consult with parents / carers and the student (as appropriate) to help determine the action required including whether any additional support is needed.

The school may request parents / carers to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents carers. Where parents / carers wish to request a formal assessment from outside of school, they must ensure the school is given copies of all advice and reports received.

Multi-Tier Support System (MTSS)

The school provides a multi-tier support system (MTSS) that delivers universal support for temporary or individual barriers to learning. SEND provision is available for students with learning challenges that are diagnosed or show little to no progression using Quality First Teaching Strategies. Drawing on multiple approaches, periodic review, and specialist expertise, our SEND provision aims to match interventions to individual student needs through ongoing cycles of assessing, planning, doing and reviewing.

The types and nature of SEND support varies, with multiple service models.

The support (provision) is determined by students' individual learning needs, which are not predetermined by students' medical or psychological diagnosis, although this provides valuable information in devising support for students. Support is also based on criteria such as educational progress, behaviour, academic aptitude, and skills.

Provision is reviewed at least annually, and they may change based on student needs.

Emergent or changing concerns, including a lack of student progress, can trigger a review at any time.

The level of support which a student is placed on is documented on ISAMs and the school's SEND register.

A diagram of the school's SEND provision and further details of the support can be found at the end of this document.

The SEND team works in partnership with teachers and other staff to ensure access to the curriculum and co-curriculum is accessible to all students.

Team around the child meetings (TAC) are held regularly and chaired by the SENDCos to discuss issues and collaboratively provide solutions and share good practice associated with learning support.

The school strives to ensure that students' individual learning needs are fully integrated within mainstream classrooms. Integrated support may include

- on-demand assistance
- individual or group "push-in" support (including team-teaching)
- Services for some students may include time-tabled courses taught by SEND specialists.

Whilst the school is not bound by the SEND Code of Practice (2015), the school's four stages of SEND identification, support, and review follow its guidance of "Assess, Plan, Do, Review, in order to apply the correct Wave of support.

Identification of students with SEND (Stage 1 – "Assess")

The school aims to identify students with SEND through a variety of ways, including:

- The SEND department's referral form submitted by teachers outlining main concerns and strategies used
- Parental concerns raised
- Through discussion with the teachers, student and parents / carers.
- Observation of students within learning contexts by relevant staff;
- By monitoring students' formative and summative outcomes;
- By reviewing the progress of all students within the school via the school's Student Tracking and Review System - STARS – or otherwise;
- By reviewing admission and baseline assessments for potential indicators of SEND;
- Through any screening undertaken by the school of students including functional language screeners
- By the receipt of information from a previous school or other educational establishment (where applicable), including during the admissions process;
- By the provision of information by parents / carers, including prior to admission;

As stated above, the school regularly reviews student progress in line with our school Student Tracking and Review System - STARS. Slow progress and low attainment do not necessarily mean that a child has SEND (and will not automatically lead to a student being recorded as having SEND). However, where the school reasonably considers that a student may have SEND, the school will do all that is reasonable to report and consult with parents / carers and the student (as appropriate) to help determine the action required, including whether any additional support is needed.

Where a member of staff suspects that a student might have SEND, they are able to seek guidance from the SENDCos, alongside their line manager, or relevant Head of Department. The teacher should further differentiate their teaching.

Teaching of suspected students with SEND, in line with guidance given from relevant staff. This process should be documented for future reference, where needed. This may include the creation of an Action plan by a relevant member of staff for the student to reach desired outcomes. If this differentiation does not lead to anticipated outcomes, teachers should refer the student to the SENDCos. Where further investigation is required, the relevant member of the SEND team will take forward the 'Assess, Plan, Do, Review' process. Parents / carers will be informed when this takes place.

When parents /carers suspect that their child might have SEND, or when a child suspects this themselves, they should seek guidance, in the first instance, from the Form Tutor (Senior School), who will seek relevant advice, where necessary, and follow the actions outlined above. Parents /carers or students are welcome and encouraged to liaise directly with the SENDCos regarding any SEND matter, who will seek information from the Form Tutor (Senior School), alongside other members of staff.

Supporting students with SEND (Stage 2 – "Plan")

The relevant member(s) of the SEND team will generate a Learning Support Profile (LSP) when:

- A student joins the school with an identified SEND (including those with an EHC Plan)
- A student who is currently attending the school receives a diagnosis from an external agency
- A student who is currently attending the school and has a learning difficulty which does not improve through Quality First Teaching and differentiation.

Where appropriate, the LSP will contain information gathered from the student, parents / carers, and relevant staff, as well as any relevant information gathered from Stage 1. The LSP will outline the priority strategies that have been recommended to support the student's suspected or identified SEND. Every LSP includes a section for Student Voice. A blank LSP can be found at the end of this document.

LSPs are written as a collaborative document. The school is equipped to support students with mild to mildly moderate needs within the mainstream class using priority strategies. LSPs provide necessary information for teachers to provide the efficient teaching and learning of all students in their classes. The school recognises and adheres to the Equality Act 2010 and will consider reasonable adjustments where the student will be placed at a "substantial disadvantage" in comparison to their peers.

The relevant members of the SEND team will arrange a meeting to discuss the proposed LSP with the parents / carers and student, in order to agree on a final document. Following this, the student will be added to the school's SEND Register. In instances where specific outcomes need to be met, a student may be placed on an Action Plan.

The SEND Register is available to all relevant staff at the school through the internal Management Information System (iSAMS). The SEND Register records the student's SEND, or learning difficulty, priority strategies and any other reasonable adjustments. The SEND Register also records whether the student has an EHC Plan.

Supporting students with SEND (Stage 3 – "Do")

The relevant member(s) of the SEND team will:

- Monitor the use and effectiveness of the priority strategies (by teachers and student) set out in the Learning Support Profile through observations, learning walks and communication with relevant stakeholders;
- Implement and/or oversee the delivery of any interventions that are required by a Learning Support Profile;

The objective of the provision is to support full integration into the mainstream curriculum so that students are not withdrawn from timetabled classes.

There are no classroom Teaching or Learning Support Assistants available in the Senior School. Furthermore, the Senior School does not usually provide 1 to 1 or small group support for students with identified or suspected SEND during timetabled lessons, subject to the school's obligations under the Equality Act 2010, and advice arising from Education and Health Care Plans.

Where a current or prospective student has an EHC Plan, the school will consult with the parents /carers and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. 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 possible, and the school is named in the EHC Plan. In all other circumstances, charges may be made directly to parents / carers, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Reviewing the support and progress of students with SEND (Stage 4 – "Review")

The relevant member(s) of the SEND team will review the effectiveness of the Learning Support Profile at least once per year. The outcome of this review will determine one of the following:

- The Learning Support Profile has supported the student in their learning, and the Priority Strategies remain in place;
- The Learning Support Profile has not been as effective as desired, and alternative strategies will be recommended;
- The Learning Support Profile has not been successful, and it is believed that further guidance would be beneficial. Where this is the case, parents / carers will be recommended to engage with external agencies and professionals to help further assess the student and advise on additional support and strategies. The school is able to recommend external agencies and professionals for parents / carers to explore; the school does not conduct diagnostic assessments. When a parent / carer decides not to follow the school's recommendations to seek external guidance, the school will continue to support the student as best it can, within the parameters of the knowledge and understanding that they have in relation to the student's SEND or difficulty.

The SENDCos or Deputy SENDCo will contact parents / carers to discuss the outcome of reviews where necessary.

Where the student has not made expected progress despite SEND support being put in place, the SENDCo or Deputy SENDCos will meet with parents to discuss next steps. This may involve:

- Further external evaluations. Reports from external agencies provide information which the school will use when deciding on reasonable adjustments, but do not dictate which reasonable adjustments can/may be applied by the school.
- Proposing interventions to take place during the school day, for a short intervention block.

- Applying for an EHC Plan where appropriate. The school will support parents / carers through this process and will advise on best practice throughout. Each Local Authority has their own processes and the SENDCos or Deputy SENDCo will guide parents through the required process.

Reasonable Adjustments

The school is committed to treating all students fairly. In light of the school's obligations under the Equality Act 2010, the School will seek to ensure that disabled students are not put at a substantial disadvantage, by comparison with students who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the school does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled students or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students or applicants. Similarly, the school is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

The school does not offer a modified curriculum, and it is the expectation that all students will follow the broad and balanced curriculum on offer.

School staff seek to understand the needs of each and every student and to ensure that all students have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the school will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

The school will discuss the proposed adjustments with parents / carers and, where appropriate, the student, the SENDCos, and (with the parents' / carers' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The school will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents / carers can assist the school in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the school if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the school provides, a disabled student is evidently still at a substantial disadvantage, the school may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents / carers request adjustments?

If the parents / carers feel that there are further particular adjustments the school could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENDCos. Parents / carers are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required

Education and Health Care Plans (EHCPs)

The needs of the majority of students with SEN will be met effectively through the school's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents /carers and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents /carers are asked to consult with the school before exercising this right. The School will always consult with parents / carers before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school does not have this right of appeal.

Although the school is not a S41 School under the Children's and Families Act 2014, the school is proactive in its support for applications for Education and Health Care Plans

(EHCPs), and our SENDCos, in partnership with relevant pastoral and academic staff, works closely with families where an EHCP might be warranted for a student. The SENDCos will lead on any EHCP application.

Where a prospective student has an EHC Plan, the school will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

Where a student with an EHCP plan is currently at the College, the SENDCos ensure that annual Team around the Child (TAC) meetings take place for all relevant internal and external stakeholders, which would include the student and/or their clear input into the process.

Where the Local Authority, or other professional agency working closely with the student, requests information from the school about a student with an EHCP, the school will ensure that this information is shared, in line with our duties under GDPR and our safeguarding policies. Where the Local Authority or other professional agencies do not request such information from the school prior to a student's annual review through a TAC meeting, the SENDCos will proactively contact such bodies to investigate which information might be of use in order to be best prepared for the annual review of an EHCP.

Where a student is at the school with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the school will ensure that the annual review from the TAC is provided to the Local Authority responsible for the student's EHCP. This will include the annual account of the student's income and expenditure, where the student's EHCP includes public funds, except for those for whom early years grant is paid. The school provides this information to the Local Authority proactively each year regardless of whether the Local Authority has formally requested this information.

Medical Conditions (please refer to Supporting Students with Medical Conditions)

It is the responsibility of parents to provide the school with details of any medical conditions that affect their child, and to keep the school updated with regards to any developments or changes with any medical condition.

Parents are encouraged to provide relevant documentation for medical conditions particularly those where medication is required. These include but are not limited to:

- Epilepsy and seizures
- Anxiety
- ADHD
- Allergies

Further information is included in the policy document *Supporting Students with Medical Conditions.*

Further Aspects Relating to SEND Provision

Admissions

The school does not unlawfully discriminate in any way regarding entry. The school welcomes students with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective student is disabled, the school will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a student at the school, to ensure that the prospective student is not put at a substantial disadvantage compared to a student who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective student is not going to be able to access the education offered, or that their health and safety or those of other students or staff may be put at risk, we may not be able to offer a place at the school.

The school's Admissions Policy can be found is available on the school's website. It applies equally to all prospective students and details how the school supports those applicants with SEN and/or a disability.

Exam Access Arrangements

Students with an identified SEND or learning difficulties may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and

are administered and applied by the school in accordance with the published guidance and requirements.

Parents / carers should speak with the relevant SENDCo with regard to any application for access arrangements as soon as reasonably possible

For internal examinations in the school, exam access arrangements are made by the SENDCo and Deputy SENDCo. The exam access arrangements are agreed on a case-by-case basis with consideration given to recommendations made in any diagnostic reports from external professionals, in addition to the evidence of a student's normal way of working within the school. For internal examinations, access arrangements will be maintained from the previous academic year unless evidence suggests this is no longer the student's normal way of working within the school. Where access arrangements are not offered or maintained at this stage, the priority of the school will be to support students to maximise the effectiveness of strategies to overcome difficulty. The application of exam access arrangements can be applied for again, where evidence suggests such arrangements is necessary.

For external examinations (GCSE/GCE), it is important to build a strong evidence base of need (as opposed to simply usage) for any student that requires exam access arrangements. The SENDCo and Deputy SENDCo work closely with the Examinations Officer and parents / carers to ensure that such needs are met whenever possible. For external examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (JCQ). A non-diagnostic assessment for such access arrangements will be carried out by a school recommended assessor, being paid for directly by parents, no earlier than the middle of Year 9. Parents / carers should be aware that an external educational psychologist report, or any other specialist documentation, are not acceptable evidence for exam access arrangements.

Medical Provision during Public Examinations

The following refers to students with an Individual HealthCare Plan (IHCP) e.g. for diabetes, epilepsy, anaphylaxis and other specific illnesses as well as for unforeseen medical incidents that may occur in an examination. In an emergency the IHCP will be available from the **College Office** or Wellness Centre giving emergency instructions to be followed.

Diabetes - Managing Blood Sugar levels during exams

In cases where the student **independently** tests his/her blood sugar level, he/she is responsible for providing the reading as well as the blood glucose device to the invigilator who will confirm the reading and record it on the log.

If a student has the above condition and **does not** independently test his/her blood sugar level, the College Nurse or a First Aider will test the student's blood sugar level and provide the reading to the invigilator before the start of an exam.

Normal reading should be between 4 and 7mmol/L. If below, the student will need a rest break which includes eating a snack before commencing the exam. If reading too high, please contact the College Nurse who can advise on next steps.

What do you do in a hypoglycaemic diabetic emergency?

Help them sit down. If they have their own glucose gel, help them take it. If not, you need to give them something sugary like fruit juice, a fizzy drink, three teaspoons of sugar, or sugary sweets. If they improve quickly, give them more sugary food or drink and let them rest.

Epilepsy

Some seizures cause the body to jerk and shake (a "fit"), while others cause problems like loss of awareness or unusual sensations. They typically pass in a few seconds or minutes.

First Aid for Epilepsy:

- Keep other people out of the way.
- Clear hard or sharp objects away from the person.
- Don't try to hold him/her down or stop the movements.
- Place him/her on his/her side, to help keep his/her airway clear.
- Look at your watch at the start of the seizure, to time its length.
- Don't put anything in his/her mouth.

Asthma

Signs of an asthma attack:

- Cough, wheezing or tight chest.
- Breathing problems that include having shortness of breath, feeling out of breath, gasping for air, having trouble breathing out, or breathing faster than normal. ...

First Aid for Asthma Attacks:

- Sit student upright
- Use inhaler or emergency inhaler (in College Office cupboard)

- Ask student to take long, deep breaths. This helps to slow down their breathing and prevent hyperventilation.
- Try to keep them calm.
- Offer constant reassurance
- If symptoms do not improve **call 999**

Anaphylaxis

Anaphylaxis causes the immune system to release a flood of chemicals that can cause shock - blood pressure drops suddenly and airways narrow, blocking breathing. Signs and symptoms include a rapid, weak pulse; a skin rash; and nausea and vomiting.

First Aid for Anaphylaxis

- Call 999
- Use an epinephrine autoinjector (pen), if available, by pressing it into the person's thigh.
- Make sure the person is lying down and elevate his or her legs.
- Check the person's pulse and breathing and, if necessary, administer CPR or other first-aid measures.

Anxiety if Panic Attacks

- Remove student from the area to safe space outside the Great Hall.
- Sit student down
- Back against the wall (sitting on the floor/on a chair)
- Direct student to breathe in/out– counting down from ten.
- Constant reassurance
- Contact College Nurse if concerns remain or if situation deteriorates
- Follow EAA protocol for re-entering the exam hall

Fainting (no other incidents)

- Contact College Nurse/First Aider *AND* ensure safety of the student
- Whilst on the floor, elevate legs (to encourage blood flow) and encourage alertness via loud clap with hands/shake of shoulders/call their name (if not already alert)
- Allow the student to remain in this position for 5-10 minutes, if necessary (student may request to move)
- If student is removed from the exam area, allow the student to sit/lay down, provide water and offer sweet biscuit (check allergies) and reassure.

- Follow EAA protocol for re-entering the exam hall

Fainting (possible head injury)

Follow instructions as above *AND* contact College Nurse**, if in doubt call 999.**

Administration of medication

When the timing for medication falls at a time when the student is in an exam, a "supervised rest break" will be allowed for the student to administer their prescription. The time taken for their medical break will then be added on to the end of the exam. This access arrangement will be in place for both internal school examinations, and public examinations.

Storage of medication

All medication that is being taken on a regular basis will be transferred from the Wellness Centre to the College Office for immediate access when required. Students that self-medicate without supervision will have permission during allocated break time to take prescribed medication.

In an emergency

Should a situation arise during the exams where medical attention is required, please contact the Wellness Centre.

Where you feel an ambulance needs to be contacted do not wait for the College Nurse or DET, proceed immediately.

Contact Numbers

College Office: 0208 516 7200

College Nurse: 0208 516 7327

Mobile Radio: Channel 4(contact Nurse/medical first aider)

Record Keeping

The school will record the progress of and any support for students with significant learning difficulties or disabilities or where they have an Education Health Care Plan. Paper copies of original reports and documentation are kept securely by the SENDCos.

Learning Support Profiles (LSP's) are made available to teaching staff via the school's management information system (iSAMS) and shared area. Copies are shared with parents. Students (subject to their age and understanding) are encouraged to take ownership of their LSP and to discuss appropriate Priority Strategies.

The LSP contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the student would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the student and how these affect them
- Date the Learning Support Profile was drawn up and date for review.

The LSP may be amended as and when circumstances change and at the request of the student, parent, teacher, or SENDCo. The student (subject to their age and understanding), together with their parents / carers and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

LSP's are supplemented when required by more targeted and time specific Action Plans. These are reviewed and, when appropriate, updated by the relevant member(s) of the SEND team.

Bullying and behavioural issues

All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Student are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school's Behaviour Policy and Anti-Bullying Policy make clear the seriousness of bullying, victimisation and harassment and set out the appropriate responses, including sanctions that will be applied to any student who displays inappropriate behaviour. The school recognises that students with SEND may be particularly vulnerable to being bullied. The school's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but it may have an impact on wellbeing. Where there are concerns about SEND in this context, the school will follow the 'Assess, Plan, Do, Review' cycle, as outlined above, to determine whether there are any causal factors such as

undiagnosed learning difficulties, difficulties with communication or mental health issues. Where concerns over mental health or wider wellbeing are raised, any subsequent referral or coordination of a multi-agency approach will be agreed in consultation with the Designated Safeguarding Lead. This would include the use of approaches such as the Early Help Assessment, if appropriate. The school 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:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The school's Safeguarding Policy should be followed if staff have any safeguarding concerns relating to a child.

Behaviour management and disciplinary consequences

All students including those with SEND, are expected to adhere to the same standards of good behaviour. However, when SEND students breach school policies, the school leaders will consider the context of the offence, including possible relationships between the student's behaviour and their special education need(s), available support, and possible future interventions. Disciplinary consequences must take into account the impact of the student's disabilities on their behaviour and are decided in consultation with the SENDCos.

Students with SEND who are subject to internal or external exclusion will be given due consideration to ensure all reasonable adjustments are followed.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdraw of a student from the school if, in our opinion after making all reasonable adjustments the school is unable to meet the child's needs. In these circumstances the school will support the parent's / carers in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a student will be made as a last resort and in line with the terms of the parent / carer contract.

In accordance with the Parent / Carer Contract, fees in lieu of notice will not be applied and the Acceptance deposit less any fees incurred will be refunded.

Concerns and complaints

Parents / carers are encouraged to discuss with their child's Form Tutor or Form Teacher or the relevant SENDCo if their child's progress or behaviour gives cause for concern. The SENDCos will normally be present at Parents' Evenings throughout the year. The school will listen to any concerns expressed by parents / carers about their child's development and any concerns raised by children themselves.

If parents / carers are not happy with a decision regarding their child's SEND support or a decision regarding reasonable adjustments, they are encouraged to raise these with their child's Form Teacher, Form Tutor or SENDCO prior to consulting the school's Complaints Procedure a copy of which is available on the school website.