



# FRANCIS HOLLAND SCHOOL REGENT'S PARK

<b>Name of Policy</b>	<b>Learning Needs</b>
<b>Author</b>	SLT
<b>Committee for Review &amp; Approval</b>	Education
<b>Date of Last Revision</b>	November 2019
<b>Date of Committee Approval</b>	Autumn 2019
<b>Date of Council Approval</b>	Autumn 2019
<b>Date of Next School Review</b>	Summer 2021
<b>Date of Next Committee Review &amp; Approval</b>	Autumn 2021
<b>Date of Next Council Approval</b>	Autumn 2021
<b>Regulation Number</b>	Part 1 2.(1)(b)(i), Part 6 (3)(b)
<b>Regulation Description</b>	Written policy relating to the provision and welfare of pupils with special educational needs including those with Education, Health and Care plans and pupils for whom English is an additional language. This policy has been written with reference to the following guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 0 – 25 years May 2015

### **Availability of this document:**

Copies of this document may be downloaded from our website <http://www.francisholland.org.uk>, Firefly or are available on request from the school office, Francis Holland School, 39 Ivor Place, London NW1 6XR

## **Learning Needs**

The school aims to offer all girls the opportunity to fulfill their academic potential and to provide appropriate support for those girls who have special needs of various kinds. These girls include those who may have a diagnosed special educational need, learning difficulty or disability, those who require help with study skills, those for whom English is an additional language and those who have exceptional talents. It also includes those who may have particular medical or emotional/psychiatric problems. Any of these special needs may arise at any stage in a girl's educational career.

### **Aims**

- To address the learning needs of the pupils, and to enable them to gain access to a broad and balanced curriculum;
- To identify, support and monitor the progress of those pupils with special needs;
- To assist pupils to overcome difficulties and develop their full potential;
- To develop self-esteem;
- To disseminate information about girls who have been identified as having special needs so that classroom teaching and pastoral care may be enhanced.

### **Admission**

- The school considers pupils for admission on the basis of academic potential, taking into account special educational needs at the discretion of the Head. The Head will consider specific cases that arise in light of practical limitations and use his discretion to review each case.
- The school will be guided by JCQ guidelines with respect to access arrangements. We will work with parents and the candidate's current school in order to make reasonable adjustments to our admissions procedure for any candidate with a special need and for whom there is appropriate evidence of need and normal way of working.
- The school is committed to ensuring that girls with special educational needs and/or a disability experience equal opportunities within the School and that they benefit as fully as possible from their education. We use the principles as detailed in The Special Educational Needs and Disabilities Code of Practice (2015) and the Equality Act (2010) as appropriate for our school.
- In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers.

We advise parents of children with special educational needs to discuss their child's requirements with the school before he or she sits our entrance exam so that we can make adequate provision for her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

### **Procedures**

#### **Identification**

Girls may be identified as requiring having special educational needs and/or disabilities in the following ways:

- Information received or concerns expressed by parents;
- Information from previous schools;
- Staff referral form;

- In-house screening;
- Pupil monitoring;
- Analysis of examination performance;
- Concern expressed at staff meetings.
- Initial referral may be followed by an internal report to gather additional information

### **Responsibilities of the Learning Enhancement Department**

- Collating relevant information from previous schools, when available;
- Administering tests to screen for dyslexia, at appropriate stages in the school, and liaising with parents whose daughters may require fuller testing;
- Arrange further diagnostic testing with the visiting external assessor;
- Collecting evidence of need for Form 8 from teaching staff and applying to JCQ for access arrangements for students with special needs and disabilities/medical requirements.
- Maintaining registers of girls with special medical and learning difficulties of various kind;
- Offering guidance on classroom strategies for dealing with the identification of possible learning needs and appropriate teaching, including suggestions for the most able;
- Disseminating information received from psychologists' reports etc;
- Monitoring the progress of girls at appropriate intervals;
- Liaising with parents;
- Liaising with subject staff, form staff and Heads of Year;
- Keeping appropriate records;
- Managing examination access arrangements for internal and public examinations;
- Advising girls about the productive use of extra time in examinations;
- Offering individual support in study skills **tailored to each student's individual needs in order to encourage and enable independence as well as** offering advice and strategies to subject staff about the needs of individual girls.

### **Responsibilities of Academic Staff**

Individual subject teachers are responsible for:

- Following the advice of the Learning Enhancement department and specialist reports;
- Building differentiation into their lesson planning, bearing in mind the needs of different pupils, including those with specific learning difficulties and the most able;
- Informing the Learning Enhancement department of any concerns.

### **Responsibilities of Pastoral Staff**

Heads of Year, working with Form Staff, are responsible for:

- Ensuring that girls with special medical and psychological/emotional needs receive suitable support;
- Ensuring that information about their condition is disseminated and advice followed;
- Liaising with parents and specialist agencies.

### **The Learning Needs Register**

Any pupils with an identified SEND (special educational need or disability) are placed on the School's Learning Support Register, which is made available to all teaching staff on [ISAMS](#). All pupils who have been assessed by an Educational Psychologist/Specialist Teacher and who have a diagnosed SEND (Special Educational Need or Disability) or Education Health and Care Plans (EHC) have an individual Pupil Assessment Summary (PAS). The Pupil Assessment Summary reflects the advice in the external assessment and outlines the pupil's areas of need,

relative strengths and weaknesses and gives recommendations to teaching staff. It is the responsibility of the teaching staff to make use of this advice to inform their planning, teaching and report writing.

The school is also able to offer some specialist support for English as an additional language and learning difficulties such as dyslexia and may be able to offer support to pupils with EHC plans – depending on the severity. There is no charge for these [sessions](#). Alternatively, parents may prefer to make their own arrangements.

We recognise that some children with special needs may have physical disabilities. Parents and prospective parents of disabled children can obtain copies of our school's accessibility plan and disability policy from the website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents, and visitors.

Staff should not treat pupils with SEND or EHC plans less favourably, without justification, than their non-disabled peers, and should make reasonable adjustments to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison with pupils who are not disabled.

### **Access Arrangements for Examinations**

The school follows the exams procedures and guidelines as set out by the Joint Council for Qualifications (JCQ) and Cambridge Assessment International. Where appropriate, and only if the requisite criteria are fulfilled, pupils are given access arrangements for examinations (11+, [GCSE/IGCSE](#), [Pre-U](#), A Level). Access arrangements may include modified papers, use of a laptop, rest breaks or additional time. The Head of Learning Enhancement will liaise with the School Examinations officer to ensure the correct procedures are followed.

### **EAL Provision**

At FHS we have a number of pupils for whom English is an additional language. Pupils for whom English is an additional language (EAL) are those pupils who may use one or more language other than English in their everyday lives and in particular their family lives.

The school aims to enable pupils to become fully fluent in their use of spoken and written English.

Most EAL pupils needing additional support do not have special educational needs. However, EAL pupils who do have special educational needs will have equal access to the support provided by the Learning Enhancement department. Similarly, Francis Holland School recognises that there may be EAL pupils who are gifted or talented even though they may not currently be fully fluent in English.

A supportive classroom environment aims to promote language learning as well as content learning.