



## Introduction

This policy has been reviewed in the light of and has regard to the DfE Statutory Guidance: Special Education Needs and Disability Code of Practice (Statutory Guidance) January 2015 and the Equality Act 2010 (as amended September 2012).

## Objectives

This policy is intended to explain the arrangements St Mary's School makes to support pupils who have special educational needs. This policy operates in conjunction with the Accessibility policy which includes additional information-regarding the provision made by St Mary's to meet the needs of all pupils:

St Mary's School undertakes to offer a place to any pupil considered to merit a place, regardless of whether or not they have a recognised special educational need and/or disability.

St Mary's School undertakes to make whatever arrangements are deemed necessary to ensure that a pupil with a special educational need and/or disability has every chance to fulfil their potential at school, academically, socially and emotionally.

St Mary's School is not a specialist school for pupils with learning difficulties. Candidates for entry should be of sufficient ability and capacity to be able to progress at an appropriate pace, and to benefit from the whole educational experience offered by the School.

St Mary's School expects parents of pupils with special educational needs and/or disabilities to cooperate in all arrangements judged to be to the educational benefit of the pupil. Parents are invited to discuss with the School, in advance of their daughter's application to the School, her particular needs and educational history, and to disclose any known difficulty on the registration form. Parents are required to provide this information in advance of their daughter's sitting the entrance examinations. The Registrar communicates this information to the Headmistress and the Special Educational Needs and Disability Coordinator (SENDCo) and/or the Specialist Assessor as required. See St Mary's School Ascot Admissions Policy (601).

## Responsibilities

**Parents** - Parents undertake to inform the School, in advance, of any special educational need and/or disability giving rise to special educational needs and/or disability (for example, dyslexia, dyspraxia, ADHD, wheelchair user, visual or hearing impairment), or any situation where special arrangements may be needed in relation to their daughter. When diagnostic testing has been carried out previously, parents are asked to ensure that a full Educational Psychologist's, or other, report is made available to the School before entry to St Mary's. Parents will be responsible for meeting the cost of provision of learning support lessons taught by internal or external specialist teachers.

**Registrar** - The information provided by parents is passed from the Registrar to the pupil's Head of House who communicates with the SENDCo and/or Specialist Assessor as required.

**SENDCo and/or Specialist Assessor** - An appropriate plan of action is then formed by the SENDCo and Specialist Assessor in conjunction with the Head of House and Academic Deputy Head. Parents are also involved, and the special educational needs teacher and SENDCo will seek and respond to the pupil's views about their needs and learning support.

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**Academic Deputy Head** - The Academic Deputy Head is responsible for the provision for special educational needs within the School and line manages the Special Educational Needs Coordinator (SENDCo). The Academic Deputy Head is a member of the Governors' Education sub-committee and reports on the provision for special educational needs within the School at the meetings of that sub-committee which are held twice a year. The Academic Deputy Head is responsible for identifying and ensuring support is given to the able and gifted pupils, and the talented pupils, as detailed in the Able, Gifted and Talented Pupils Policy (300a), and the Director of Sixth Form manages provision for the able and gifted senior pupils. The SENDCo has responsibility for screening tests and specialist support lessons. Other staff provide support in many areas, including boarding.

**Bursar** – The Bursar is responsible for ensuring that any necessary adaptations and access arrangements are made to the school's physical premises as can reasonably be achieved, to support pupils with special educational needs and/or disabilities.

**Senior Nurse** – The Senior Nurse advises and supports on the health and welfare of all pupils, recognising the particular needs of every individual, including those with special educational needs and/or disabilities.

### Identification

In accordance with the Special Educational Needs and Disability Code of Practice, a pupil of compulsory school age has a special educational need if they have a significantly greater difficulty in learning than the majority of pupils of the same age.

A pupil with a disability is one who has 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. It is important to be aware that not all pupils who have a disability have a special educational need and not all pupils who have a special educational need have a disability.

### Screening

All pupils sit a screening test for cognitive indicators of dyslexia, phonological skills, working memory and phonic decoding and speed of handwriting within the first few weeks of their arrival in school. The results are assessed by the Academic Deputy Head, the pupils' Heads of House, SENDCo, Specialist Assessor, Heads of Department, subject teachers and the Senior Management Team. Where there are individual concerns, the Head of House, in consultation with the SENDCo, will contact the parents. The Academic Deputy Head, SENDCo, Specialist Assessor, and Head of House will work together to plan the way ahead, which may include a recommendation that parents book a full diagnostic assessment with the School's Specialist Assessor.

### Baseline testing

All year 7, 9 and Lower Sixth pupils sit baseline tests in the Michaelmas term. New pupils in any other year group are also tested. The results are assessed by sent to the Academic Deputy Head, the pupils' Heads of House, SENDCo, Specialist Assessor, Heads of Department, subject teachers and the Senior Management Team. They are reviewed for anomalous results as well as particularly low or particularly high results. The Academic Deputy Head will address any results that suggest further action should be taken. Heads of House, Heads of Department and tutors are responsible for monitoring all pupils' progress.

### Medical

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Pupils have medical tests on entry to the School and any concerns related to special educational needs and/or disability that may require action from non-medical staff are passed on to the Pastoral Deputy Head and the pupil's Head of House. Appropriate action is discussed with the medical staff and parents.

### **Further Testing**

With regard to any of the above forms of identification of a special educational need, if it is then decided with the agreement of parents that further investigation involving a diagnosis by a qualified Educational Psychologist or other specialist assessor needs to be made, then St Mary's School will discuss with the parents how this might be best done. The cost of all professional work carried out by the Educational Psychologist, or other Specialist Assessor, or any special tuition performed by a qualified professional, shall be met by the parent.

St Mary's School undertakes to respond positively to any recommendations made in an Educational Psychologist's or other Specialist Assessor's report wherever it is reasonable and possible so to do.

St Mary's School reserves the right to withdraw the place of a pupil whose parents do not co-operate reasonably with arrangements that, supported by professional opinion, it considers are essential for the benefit of the pupil.

### **Provision**

Special educational needs teachers provide learning support for pupils with special educational needs and/or disabilities and who require specialist support teaching. The special educational needs teachers carry out assessments of learning needs, prescribe and implement support strategies including individualised programmes, and support, inform and advise the pupil's teachers on suitable materials and teaching needs. Additional support may include attendance at Supervised Study, time spent with academic buddies, graduate assistants or other teaching staff.

### **Support**

Special educational needs teachers are responsible for providing learning support to all pupils who have been diagnosed with a special educational need and/or disability and who are eligible for access arrangements in examinations in accordance with the JCQ regulations. They meet with these pupils out of lesson time on a regular basis to provide specialist support. Learning support lessons with special educational needs teachers will incur an additional cost to parents.

Pupils needing support in other areas will meet with external providers or staff out of lesson time. Only in exceptional circumstances, and where it has been agreed with parents, will pupils be withdrawn from lessons.

For pupils who have been diagnosed professionally with a specific special educational need and/or disability requiring additional specialist professional help, for example visual or hearing impairment, after consultation with parents, an external specialist teacher will be sought to teach the pupil out of lesson time and parents will be required to meet any extra costs.

Heads of House monitor the support and progress of pupils receiving learning support by regular communication with the pupil, special educational needs teacher, SENDCo and the Academic Deputy Head.

### **Classroom**

All teaching staff have a responsibility to ensure that every pupil is given every opportunity to fulfil their potential within the normal classroom situation. To this end, every department has designed and implemented practices of differentiation which are developed and reviewed by the Head of Department.

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If any aspect of a pupil's class or study work, organisation or behaviour suggests the likely existence of some form of special educational need and/or disability, the classroom teacher will notify the Head of Department. It is then the responsibility of the Head of Department to inform the Head of House and the SENDCo. The SENDCo will consult with the Specialist Assessor, Academic Deputy and Head of House and decide what further action is required. Parents will be consulted and kept informed of progress. In most cases where specific subject help is required it will be the responsibility of the department to give that extra help in the form of extra lessons or support in the classroom.

## **Examinations**

### ***Internal Examinations***

In line with the School Assessments Policy (315), provision of access arrangements, such as extra time, is offered to those pupils who would be eligible to receive access arrangements in public examinations.

### ***Public Examinations – A Level and GCSE***

Provision of access arrangements, such as extra time, for external examinations is subject to regulations issued by the Joint Council for Qualifications (JCQ) on an annual basis.

To qualify for most access arrangements, a pupil must have a valid Form 8 report completed in year 9 or later by the School's Specialist Assessor and SENDCo demonstrating that the pupil has a clear history of need which gives rise to difficulties in the classroom, tests and examinations requiring support and adjustments to be in place. The pupil's special educational needs and/or disability must be such that they fall within the eligibility criteria in nationally standardised diagnostic tests relevant at the time of the examinations.

Reports obtained from an Educational Psychologist or specialist assessor for pupils prior to joining St Mary's can be used as evidence of need for access arrangements until the Form 8 testing is completed by the School's Specialist Assessor.

The school evaluates Exam Access Arrangements for medical requirements individually, taking the circumstances of each case into consideration. To qualify for access arrangements, a pupil must have a valid Form 9 report completed by the School's Specialist Assessor and SENDCo.

## **Pastoral Concerns**

If, at any stage in the year, any members of the pastoral, residential or other staff have concerns about individual pupils, they will inform the Head of House who will take appropriate action. Residential staff provide termly updates to the SENDCo on any relevant information from boarding relating to supporting pupils with special educational needs.

Pupils experiencing emotional difficulties have opportunities for discussion with their Head of House, tutor, residential staff, the School Chaplain, the School Nurse, the Independent Listener and the School Counsellors. All pupils have Skills for Life lessons where there are opportunities for discussions on a range of subjects.

## **Communications**

A list of pupils with special educational needs or disabilities is held in the School's information management system (iSAMS). Pupils with special educational needs or disabilities are registered by the SENDCo on the learning support platform in iSAMS. Special educational needs teachers record the requirements of each pupil and outline how those needs may best be met by classroom teachers. A summary One Page Profile

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document is prepared for each pupil in consultation with key stakeholders, including the pupil, outlining the pupil's strengths and weaknesses, JCQ recognised standardised scores (where relevant), targets, the additional provision available to the pupil, suggested strategies to be used in the classroom and boarding accommodation and a summary of pupil feedback.

The SENDCo regularly reminds staff of those pupils with special educational needs and/or disabilities and alerts staff to pupils newly diagnosed as having special educational needs. Heads of Department are responsible for ensuring that teachers check the One Page Profiles and make appropriate provision in lessons for any pupils listed on the SEND register. Teachers are required to add termly feedback comments about the strategies and provision they use to assist pupils with special educational needs in their classes and the SENDCo monitors this. The learning support platform also includes information about internal and external examination arrangements.

### **Monitoring**

Pupil progress is monitored closely by the Academic Deputy Head, Head of House, Tutor and SENDCo and support will be adjusted as required.

Key times for monitoring the progress of individual pupils are described in the Reporting and References Policy (314).

On-going monitoring is undertaken by Heads of House in consultation with tutors, classroom teachers, medical staff and residential staff. Target setting for GCSEs and for A levels also facilitates regular checking of progress.

The Head of House, in conjunction with the tutor, monitors the progress of all pupils in their care. CPOMS online pastoral tracking software enables the Head of House to have an overview of pupils' progress and development. The Head of House updates CPOMS regularly and looks for any changes or trends that might need further action or investigation.

### **Reporting**

Special educational needs teachers provide regular written reports to parents. Staff coordinating or providing additional support are required to be in regular contact with the SENDCo or Academic Deputy Head through e-mail, oral communication and meetings (arranged by the Academic Deputy Head or SENDCo as needed).

### **Able, Gifted and Talented Pupils**

The Able, Gifted and Talented Pupils Policy (300a) provides details on the procedures in place for the identification of such pupils and the provisions in place to ensure their full development.

### **Training for staff**

St Mary's School provides INSET training on special educational needs for all teaching and boarding staff on an annual basis and promotes excellent awareness throughout the school community.

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