

Special Educational Needs and Disability (SEND) Policy

The purpose of this policy

The Ladies' College (the **College**):

- Will make reasonable adjustments for students (which terms includes pupils in Melrose) with SEND.
- Will provide access to a broad, balanced and relevant curriculum and give students the freedom to make choices with the minimum constraints.
- Will seek to identify students who may have a SEND or a specific learning difficulty, and consider whether reasonable adjustments can be made.
- Seeks to ensure that students with SEND engage in activities alongside students who do not have SEND.

This policy takes reference from:

- The Children (Guernsey and Alderney) Law, 2008
- The SEN Code of Practice (Guernsey), 2004
- The Children and Young People's Plan, 2023-2026

and will be adjusted in accordance with the publication of updated guidance from the States of Guernsey as appropriate

Definition of Special Educational Needs

A student is recognised as having SEN when their learning difficulty or disability calls for special educational provision to be made for them. In accordance with the Special Educational Needs Code of Practice 2004, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children and young people of their age
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Definition of Disability

A student is disabled if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her 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 pupils have SEN.

Broad Areas of Need

- Communication, interaction and Speech and Language (including ASD).
- Cognition and Learning (including moderate learning difficulties and specific learning difficulties such as dyslexia and working memory deficit).
- Social, emotional and mental health (including ADHD).
- Sensory and physical needs (including vision and / or hearing impairment, dyspraxia, physical disabilities).

Admissions and Places

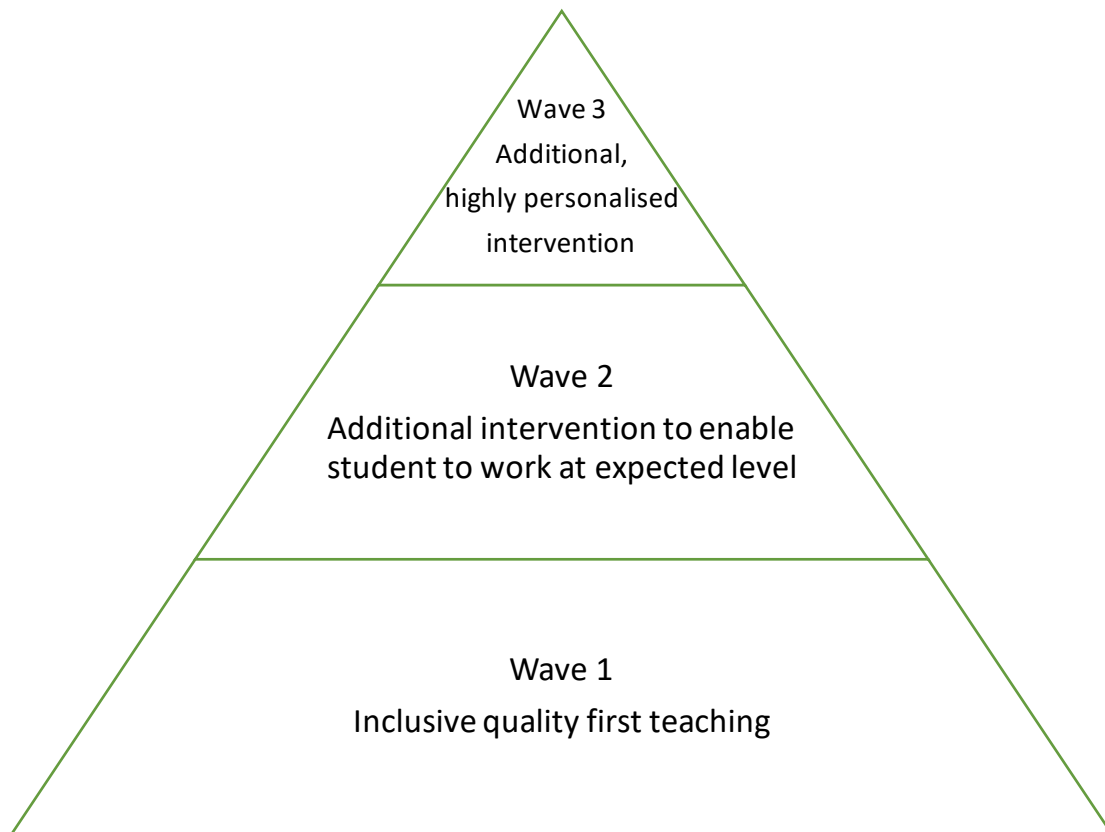
As part of the College's admissions process, prospective parents (which shall include carers and guardians) should discuss with the Head of Learning Support any reasonable adjustments that need to be put in place before submitting an application for a place in College. Parents must pass on relevant documentation, including details of past provision, history of need, if a prospective student has English as an additional language (EAL), a 'normal way of working', examination access arrangements and copies of relevant diagnostic assessment reports by Specialist Teachers, Educational Psychologists or Occupational Therapists. Parents are asked to disclose disabilities/learning difficulties/information with the Head of Learning Support & Pastoral Care (see the Admissions and Exclusions Policy).

Where, after all reasonable adjustments have been made or considered, the College feels a SEND student cannot, within reasonable accommodations, access education at the same level as that of other children in their cohort in the College, parents will be asked to seek alternative educational provision for their child. Any decision about obtaining educational provision at another school in these circumstances will not leave parents liable to pay College fees in lieu of notice.

Please refer to the Admissions and Exclusions Policy for further detail.

How we support students

The College uses the Waves of Intervention model below in coordination with the graduated approach; also called the 'Assess, Plan, Do Review' cycle.



A student is assessed and, where a special educational need is identified, a plan will be devised to support that student. Reasonable adjustments will be made to support the student to access education at Wave 1 level. A student may also need Wave 2 intervention, and where identified, may need Wave 3 which is at an additional cost.

Wave 1: Inclusive Quality First Teaching

Teachers plan accordingly to meet the needs of the students through differentiation. The majority of students are anticipated to have their needs accommodated through this adjustment.

Wave 2: Additional intervention

- Additional intervention is included in the student's learning journey. At Melrose we have dedicated Learning Support Assistants (LSAs) allocated to each class. This means that identified students may be allocated to work with the LSA in small intervention groups.
- A student who needs Wave 2 intervention, may have strategies offered to the teachers by the Head of Learning Support to support the student in the classroom.
- Where appropriate, an Individual Learning Plan may be devised to support the student at Wave 1.
- Parent meetings may take place to support parents to support their child at home.
- A student will receive 3 complimentary sessions with a member of the Learning Support Team should they feel this is appropriate.

- Curriculum alternatives may be adopted as outlined in the section below on reasonable adjustments.
- If a student cannot access education at Wave 1, with Wave 2 intervention, they may be placed into Wave 3.

Wave 3: Additional intervention

- A member of the Learning Support Team may support the student through grouped or 1:1 intervention sessions at an additional cost to the parent. The correct Learning Support Package will be allocated to ensure that such reasonable adjustment support is provided to the student to access education at Wave 1. This is at the discretion of the Head of Learning Support
- A student will have an Individual Learning Plan (ILP) devised and will be monitored by the Learning Support Team every half term.
- Additional parent meetings will take place. This is at the discretion of the Head of Learning Support.
- If a student cannot access education at Wave 1, with Wave 3 intervention, then it may be that the College has to have consider whether the College is the right learning environment for that student.
- The cost of each Learning Support session that we offer can be requested by emailing bursar@ladiescollege.ac.gg.

The College does not have access to an Educational Psychologist nor the full expertise in identifying and therefore diagnosing, students with some areas of need. However, it will take reasonable action to ensure that where possible a student's needs are identified as they become apparent and will liaise with outside agencies where possible.

The College uses an outside agency to assess students for Exam Access Arrangements. This is at an additional cost to the student's parents.

Reasonable adjustments made to the curriculum:

- A prospective student will be offered a place if they can access teaching at Wave 1.
- Students in Remove all follow the same curriculum offering. Students from Lower 4 onwards have the option of choosing Supported Study to help give students additional time to process the core curriculum.
- In Upper 4 it may be appropriate for some students to study one language instead of two. In lieu of the second language, a mixture of independent study and Supported Study will be put in place.
- In Lower 5, it may be appropriate for some students to opt to select three instead of four GCSE options. In lieu of the fourth option, a mixture of independent study and Supported Study will be put in place.

- In Lower 5 it may be appropriate for some students to undertake the Double Science Award instead of studying three Sciences separately, and on the rare occasion may be offered the Single Award Science option. The Head of Science will follow normal procedures in place for supporting all students and discuss the options with the Head of Learning Support as appropriate.
- **Consultation with the Head of Learning Support, Year Coordinator and Director of Studies, and the Head of Science for the Science related decisions, must take place before any decision in relation to any of the above is made.**

Referral process

- Teachers and parents can refer a child to the Head of Learning Support. Teachers will use the referral form and parents can email the Head of Learning Support & Pastoral Care.
- The Head of Learning Support will follow a procedure of collecting evidence from students, parents/guardians and staff and then decide on the next steps. The time frame for this varies depending on the fact finding needed.

Access Arrangements, reasonable adjustments in examinations and Special Consideration

- 'Access Arrangements' are pre-examination adjustments for students based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.
- A student is identified formally as needing Extra Time in Upper 4 by an external assessor. This is carried out by the Dyslexia Day Centre. Parents and students will be aware if the student is being assessed. This is at an additional cost payable by parents.
- If a student is new to the College or a need is identified later than Upper 4, the Head of Learning Support will liaise with parents to ensure an assessment takes place.
- Once the College has appropriate data an application to JCQ can be made.
- The College is required to make available for inspection documentation that constitutes a compelling, clear, and detailed picture of a student's current needs and must provide evidence that the arrangements requested relate to their "normal way of working". Therefore, a late request may not be accepted.
- If 'Special Consideration' is to be sought (the criteria are set out in JCQ regulation) evidence and/or a letter from parents should be sent to the Year Coordinator if it is CAMHS related or to the Exams Officer, sduguid@ladiescollege.ac.gg for any other

reason. The Director of Studies, HBarnes@ladiescollege.ac.gg can be contacted regarding this area if it is deemed necessary.

- Please note that a privately commissioned assessment not shared with the College in ample time means an application will not be processed and the arrangements will not stand, as per JCQ regulations (found here: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>).
- The College will consider providing access to a word processor in exams with the spell check and internet disabled, to those students for whom it is appropriate and has been their usual method of working.

Temporary disabilities

- Information about temporary disabilities should be shared by parents about their child to their Year Coordinator and Tutor. The student will only be able to access education if the adjustment is deemed reasonable, at the discretion of the Principal.

Well-being

- Information about a child's well-being should be shared by parents about their child to their Year Coordinator and Tutor. The student will only be able to access education if the adjustment is deemed reasonable, at the discretion of the Principal.