



Individual Needs Policy

St. Francis' College

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Introduction

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

- The person with overall responsibility for the School's Individual Needs policy is the Head, Mr James Nichols.
- The person responsible for day-to-day implementation of the Individual Needs policy is the Head of Individual Needs, Mrs Armande Fryatt.
- The ILG Governors are reported to on Individual Needs issues and developments via the ILG Governors' Education Committee.

Rationale

At St. Francis' College, we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for all our pupils. We use the principles as detailed in The Special Educational Needs Code of Practice (2015), Disability Rights Code of Practice (2005) for Colleges and Equality Act (2010), as appropriate for our College.

Our commitment is based on the following principles:

- All students have an equal right of entitlement to an appropriate and worthwhile education.
- All students are special, different and have their own learning needs.
- All students are equally valued within our College and have a right to voice their views.
- All students have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.
- Students with Individual Needs occur in every classroom. Every teacher in College teaches students with Individual Needs.
- All staff have regard to the needs of the individuals within the College.
- Parents are valued as genuine partners.

All teaching staff have a legal responsibility for planning appropriate differentiation for all pupils, including those with Individual Needs. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons.

The following values underpin all we do in the Individual Needs Department:

- The needs of our pupils come first.
- Everyone in our College community is special and important.
- Each of us work to improve on our previous best.
- Learning is active, meaningful and creative.
- We have high expectations of ourselves and each other.
- We work well in a stimulating learning environment.

We believe that every pupil will:

- Be successful and confident.
- Be self-aware and co-operative.
- Have a continuing love of learning.
- Be independent and work well together.
- Be a solution finder.
- Be creative.

The following abbreviations have been used throughout this document:

IN Individual Needs
EAL English as an Additional Language

Policy Aims

- To ensure that pupils with IN have equality of access to a broad and balanced curriculum.
- To promote effective partnership between parents/guardians, pupils and staff in the education of pupils with IN and to involve outside agencies where appropriate.
- To create an environment in which all pupils with IN have the opportunity to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills to the optimum.
- To ensure that each pupil with IN is ensured a smooth transition into the School where a pupil's current needs will be communicated and met
- To identify, at the earliest opportunity, any pupil with IN and ensure that their needs are met
- To ensure that learners express their views and are involved in the decisions which affect their education.
- To recognise the difference between a pupil who has Individual Needs and one for whom English is an additional language (EAL), and in addition to be aware of those for whom both of these issues are present.
- To raise awareness of the assessment and identification and review processes that have been set up for meeting a pupil's IN.
- To raise staff awareness of IN being a whole school responsibility, encouraging differentiation of classroom practice and, where necessary, curricular programmes in order that pupils' Individual Needs are addressed.
- To ensure a culture within which every teacher in the School understands that he/she is a teacher of pupils with IN.

IN Policy Objectives

- to apply a whole College policy to meeting each pupil's specific needs.
- to identify, at the earliest opportunity, any girl with IN and ensure that her needs are met.
- to ensure that students with IN join in with all the activities of the College.
- to ensure that all learners make the best possible progress.

- to ensure that all parents are informed of their child's IN and provision and that there is effective communication between parents and the College
- to ensure that learners express their views and are involved in the decisions which affect their education.
- to promote effective partnership and involve outside agencies when appropriate.
- To develop a partnership between teachers, pupils and their parents/guardians that encourages pupil confidence in the learning process.
- To continue to develop a positive attitude to areas of IN through regular INSET, updates of appropriate developments in the area of IN and access to the Head of Individual Needs for staff to seek advice and support.
- To give new academic staff IN-based induction.
- To use a graduated procedure, in the manner recommended in the SEN Code of Practice: 0 to 25 years (2015).
- To maintain a continuity of support for pupils with IN across the College as appropriate.
- To share information regarding pupils with IN across the College as appropriate.

Categories of Need

Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Health Difficulties
4. Sensory and/or Physical Needs

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have a difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions including dyslexia, dyspraxia and dyscalculia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, display increased anxiety levels or a drop in expected work levels. These indicators may reflect

underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

Definition of Special Educational Needs*

The SEN Code of Practice 2015 defines special educational needs as follows:

“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 him or her. 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 others of the same age, or has a disability which 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 or mainstream post-16 institutions”.

The SEN Code of Practice defines special educational *provision* as follows:

“Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college”.

*NB: The College uses the term ‘Individual Needs’ in preference to Special Educational Needs

The College in context

St. Francis' College is an independent school for students from age 3 to 18. St. Francis' College is an academically selective school. The selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the College. Places are offered to those whose performance is deemed to meet the College entry requirement to be of average or higher ability. The College must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential, in line with the general standards achievable by her peers and those expected by the College.

Admission Arrangements

The College's policy is to apply its admissions criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligations to make reasonable adjustments not to put any pupil or potential pupil at a substantial disadvantage because of her disability compared to any pupil who is not disadvantaged. Should any child have already been identified with a learning difficulty and/or disability, relevant reports should be sent to

College so that the Head of Individual Needs can review them. The Head of Individual Needs's expertise is sought if teachers, including the Head, are concerned about a student and whether she is suitable for St. Francis' College.

In many cases, a pupil's IN will have been identified before she enters the College at Year 7 or below. Information will have been received either through the Headteacher's interview or from documentation received via the Prep department, or previous school. The Headteacher initiates this process during the initial interview with parents and there are also specific references to IN in the registration and acceptance documents.

Equal Opportunities

Consistent with the College's policy on Equal Opportunities, the College is committed to ensuring, through making all practicable and reasonable adjustments, that each pupil has equality of access to the curriculum, and equal opportunity to fulfil her promise and potential, regardless of gender, ethnic, linguistic, cultural and religious background, disability, or IN, subject only to any overriding health and safety considerations.

Special facilities/units

In the Preparatory Department, IN teaching is accommodated in one room, which operates both as an administrative area and as a teaching space for individual and small group work. There is a lift in the Upper Prep.

In the Senior School, the Department is accommodated in one room, which operates both as an office and as a teaching space for individual and small group work. The College does not have a special unit.

Identification, Assessment and Provision of IN

Provision for students with IN is a matter for the whole College. In addition to the College's Head, the Senior Leadership Team, the Head of Individual Needs, and all other members of staff have important day-to-day responsibilities. This is because:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2015)

The College seeks to identify and support effectively those pupils who have IN. It follows the SEN Code of Practice guidelines- every school is required to identify and address the IN of the pupils that they support.

The guidelines state that schools should:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO (Mrs Armande Fryatt fulfils this role as Head of Individual Needs)
- inform parents when they are making special educational provision for a child
- prepare an SEN information report (this is termed the College's Individual Needs Register)
(SEN Code of Practice 2015)

IN Provision Map

The College operates an IN Provision Map to assist in the identification of IN and the planned graduated support, depending on the pupil's level of need. There are three categories:

- Wave 1 (lowest level of need)
- Wave 2 (medium level of need)
- Wave 3 (highest level of need)

At each Wave level, the Provision Map explains the:

Identified Need

Intervention provided,

How the College plan to Review the pupil's progress.

Pupils can be identified as having IN at any Wave level and can move from one Wave to another, depending on the progress made.

The Provision Map Flowchart follows on the next page.

St. Francis' College Individual Needs Department Provision Map 2020
Flowchart of Phased Support

Wave	Identified Need	Intervention	Review
1	Below average performance in class based on teacher assessment <i>and/or</i> Head of Individual Needs consistent effort in class	Quality First Teaching. Differentiation. In-class support from TA. Teacher to advise Head of Individual Needs pupil is on Wave 1	Class observation if necessary. Meeting with parents if necessary. HoY Pastoral Meetings Does the pupil respond to the strategies provided? Is there measurable progress?



Wave	Identified Need	Intervention	Review
2	As above <i>plus</i> Attainment lower than expected for underlying ability (identified through Midyis/Yellis) <i>and/or</i> Attainment at C or below in tracking <i>and/or</i> Below average scores in standardised tests <i>and/or</i> Specific indicators of learning difficulties (processing, memory, difficulties in reading/spelling, attention) <i>and/or</i> Underperformance in exams	As above <i>plus</i> In-house screening In-house assessment for access arrangements Pupil profile created – specific support strategies given Guidance for teachers using Provision Map	As above <i>plus</i> Learning Support review meeting with pupil and specialist teacher to review progress. <i>and/or</i> Review Meeting with parents Does the pupil respond to the strategies provided? Is there measurable progress?



Wave	Identified Need	Intervention	Review
3	As above <i>plus</i> Diagnostic Assessment	As above <i>plus</i> One-to-one or small group weekly support with a specialist teacher.	As above <i>plus</i> Review meeting with parent every term Monitoring form established to review progress every term.

Wave 1

Pupils at Wave 1 are identified through teacher assessment and work is differentiated accordingly. These pupils may receive in-class support from a Teaching Assistant. Teachers advise the Head of Individual Needs that the pupil is on Wave 1 in order that she can be monitored for progress.

All teaching staff have a legal responsibility for planning appropriate differentiation for **all** pupils, including those with IN. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons. These pupils may not have been formally identified by the entrance screening procedure and concerns are reported to the Head of Key Stage (in the Preparatory Department) or Head of Year in the first instance.

Wave 2

Following review at Wave 1, differentiated work and ongoing monitoring, if the pupil does not make the expected progress, she is then moved up to Wave 2. Pupils may also join Wave 2 for the reasons outlined in the Table above.

In the **Preparatory Department**, following referral by Class Teachers, the Head of Individual Needs is responsible for identifying pupils with Individual Needs and for taking appropriate action, which is usually a screening test, alongside observation in class. These pupils may also receive in-class support from a Teaching Assistant.

In the **Senior School**, all pupils are screened in Year 7 using the GL Assessment Dyslexia Screening Test. Should a pupil be found to be below their chronological age in reading and/or spelling, parental permission is sought for a Dyslexia Screening Test by the Head of Individual Needs.

Following referral by the Head of Year, the Head of Individual Needs is responsible for identifying pupils with IN and for taking appropriate action. If necessary, further screening tests will be undertaken, initially by the Head of Individual Needs, with permission from the parents, to identify possible learning difficulties.

If concerns remain following this procedure, the Head of Individual Needs may advise parents to seek an Educational Psychologist's assessment, or an assessment conducted in-house by the Head of Individual Needs for access arrangements. Teachers' opinions are sought, prior to assessment, as are parents. The Head of Individual Needs conducts assessments for access arrangements in line with JCQ regulations.

All pupils at Wave 2 have a Pupil Profile which outlines areas of need, strengths and weaknesses and offers strategies and advice to support teachers in differentiating the curriculum effectively. The Individual Pupil Profiles are made available to all teaching staff and it is the responsibility of the teaching staff to make use of these profiles to inform their planning, teaching and report writing. The Individual Pupil Profiles give a brief outline of a pupil's assessment results and strategies for classroom support. The College also has an IN Handbook which details further support strategies.

All pupils at Wave 2 are offered a Learning Support Review. This is a meeting at least annually, with a specialist teacher. The pupil is asked to consider their strengths as a learner, as well as their views on their perceived difficulties and what they would like their teachers to know, in order to help them learn and make progress. During the review meeting, pupils are set a target which is reviewed at the next review meeting.

The Head of Individual Needs may also conduct review meetings with parents for pupils at Wave 2 as appropriate.

Any pupils with an identified IN at Wave 2 or 3 are placed on the College's Individual Needs Register, once parental permission has been obtained. The Individual Needs Register is made available to all teaching staff, and is kept strictly confidential.

Wave 3

Following review at Wave 2, differentiated work and ongoing monitoring, if the pupil does not make the expected progress, she is then moved up to Wave 3.

For pupils at Wave 3, the Head of Individual Needs will usually advise parents to seek a full diagnostic assessment with an Educational Psychologist.

Different Types of Support offered at St. Francis' College at Wave 3

At St. Francis' College, pupils are supported in a number of different ways:

- Individual withdrawal by the Head of Individual Needs or Individual Needs Teacher
- Small groups of withdrawal (2-6 pupils) by the Head of Individual Needs and Individual Needs Teacher

Support is provided in the following areas:

- English
- Maths
- Study Skills and Organisational Skills (to assist learning in all curriculum areas)
- Any other subject area (as agreed with the Head of Individual Needs)

Timetabling Individual Needs lessons

Preparatory Department

As far as possible, IN lessons are timetabled within the actual subject time allocation for which the pupil is receiving support, i.e. English support is given during English subject time by the Head of Individual Needs. Or, pupils are withdrawn for support during non-core subject time.

Senior School

Pupils are not withdrawn from lessons in the Senior School; they have extra lessons during private study periods, lunchtimes, breaks or after College. In some cases, a student's

educational programme is reduced by removing one or more subjects (such as German or Latin) in order that IN support can be given instead. In the case of GCSE students, IN lessons may replace a class in one of the option blocks. Pupils with IN in the Sixth Form have lessons during study periods.

Monitoring of Progress at Wave 3

All pupils at Wave 3 who have specialist IN lessons, are set a monitoring form on which we set targets which are reviewed at the end of every term with the pupil, the specialist teacher and the class teacher. These are sent home to parents on a termly basis. Parents are also invited to review meetings every term in order to discuss progress in IN lessons.

Exam Procedures

Subject to formal assessment, pupils with IN are given access arrangements for exams. The most common access arrangement, including for the entrance examinations, to be used at St. Francis' College is extra time, normally of 25%. Other arrangements e.g. laptop use, rest breaks etc. are used as and when appropriate. The Head of Individual Needs works in close liaison with the Exams Officer to ensure that all pupils are given the access arrangements they require for internal and public exams. Both the Head of Individual Needs and the Exams Officer attend JCQ training each year to ensure that they are both up to date with JCQ exams guidelines. St. Francis' College follows the exams procedures and guidelines as set out by JCQ. Teachers complete a checklist regarding a pupil's normal way of working for each pupil with Access Arrangements.

Monitoring and Recording Individual Needs

Once a pupil is put on the Individual Needs Register her progress will be tracked throughout her career at St. Francis' College

- All pupils who have been assessed have a Pupil Profile – a summary report of their assessment report outlining the pupil's learning difficulty, their strengths, weaknesses and recommendations for the classroom. These are uploaded onto the staff shared area so that all teaching staff are able to access this information at all times. These profiles form a base line of information for all teaching staff to refer to and help with planning, writing reports and differentiation
- All pupils with access arrangements are entered onto the Access Arrangement table which is uploaded onto the staff shared area so that all teaching staff are able to access this information at all times. The Head of Individual Needs updates the information on this table regularly and the document is kept live for staff to see always
- The Head of Individual Needs receives all the MIDYIS and YELLIS results
- The Head of Individual Needs receives all tracking grades and at the end of each term in conjunction with the specialist teacher goes through these results to track pupil progress and pick up any pupils of concern that have not yet been identified
- The Head of Individual Needs receives all College reports for all IN pupils.
- All staff in the IN department complete lesson evaluation forms for each pupil and these are reviewed by the Head of Individual Needs each half term
- All pupils who are receiving IN tuition at Wave 3 also have a Pupil Monitoring Form which details current targets, intervention provided, the impact of this on the pupil's

learning in the classroom and feedback from teachers, parents and the pupil herself. This is reviewed each term with the pupil and her teachers and sent home to parents.

- Parents of pupils who are receiving IN tuition at Wave 3 are offered termly review meetings with IN staff.
- Pupils' progress is discussed in weekly meetings of the IN department.

This allows the Head of Individual Needs, Heads of Year and Parents to identify and monitor any pupils with IN whose learning difficulties may be particularly hindering her progress.

The Individual Needs Department has a confidential filing system which allows the Head of Individual Needs to monitor and record the Individual Needs of each pupil with IN.

For each pupil, the following records are kept, in line with JCQ requirements:

- Internal Screening/ Assessment – carried out by the Head of Individual Needs (if required)
- Educational psychologist's/Specialist Teacher's report
- Specialist Assessor qualification certificate
- Form 8
- Data protection notice
- College statement of support
- College Reports
- IN progress reports
- Records of meetings/parent consultations etc.
- IN lessons plans/monitoring sheets
- Evidence of extra time used in exams

The confidential file is made available to staff who are directly involved with the pupil. Copies of all essential documentation e.g. educational psychologist reports are also kept in the pupil file in the College's main office.

Every member of the teaching staff is given a copy of the Individual Needs Register and a full set of pupil profiles at the beginning of the academic year. Thereafter the register is given to each member of the staff each term. Both the Individual Needs Register and all pupil profiles are regularly updated and uploaded onto the staff intranet.

Partnership with parents

Parents are involved in all stages of identification, assessment, provision and review. Parental consent is required for a pupil to go onto the Individual Needs Register and for all assessments carried out by the Head of Individual Needs. Following assessment, the Head of Individual Needs contacts the parents with recommendations. Parents are sent a copy of the Pupil Monitoring Form at the end of every term for them to sign and review with their daughter. Parents are invited to attend for meetings on a termly basis to review progress. Also, reports are written in conjunction with the report schedule. On a more informal basis, parents are encouraged to contact the Head of Individual Needs if they have any concerns, by phone or by email.

Partnership with Pastoral Team

The Head of Individual Needs meets as needed with the Heads of Year and SLT to discuss specific pastoral concerns regarding IN pupils and/or specific concerns regarding social, emotional and mental health issues.

Individual Needs Department Mental Health Policy

1. We recognise that mental health issues can affect anyone of any age, including individuals who we teach and their accompanying family members.
2. We take mental health issues seriously and keep all information regarding any mental/physical health condition, whether diagnosed or undiagnosed, including any medication taken, confidential in line with our GDPR policy.
3. All staff in our department receive regular updated safeguarding training.
4. We always use our bone fide best endeavours to provide a safe and support empathetic learning environment in which pupils' views, perspectives and experiences are listened to, respected and encouraged.
5. Staff work within professional boundaries and may recommend a referral to professional mental health support, e.g. through CAMHS or the GP, in conjunction with pastoral staff/DSL.
6. We recognise the impact of learning difficulties can have on a pupil's mental health, including depression and anxiety, especially if the pupil's needs are not met within the learning environment, so:
 1. Early identification is key.
 2. Detailed background information from a variety of sources (parents and teachers) is necessary to gain a full picture of the pupil's current situation.
 3. We take into account that symptoms of anxiety such as difficulties with concentration, sleep, exam performance and thinking clearly can impact on an individual's daily life.
 4. The IN lesson is an important and valuable opportunity to understand the pupil in depth, in terms of their strengths and challenges.
 5. The pupil profile is important in addressing an individual's specific needs in order to reduce/alleviate the impact of their learning difficulties on their mental health.
 6. Specific support may be given, such as in time management and organisational skills, - factors which are known to contribute to stress.
7. We recognise that a specific learning difficulty can commonly occur alongside other conditions such as ADHD and ASD which can also be associated with mental health challenges.
8. We believe in the important role of the IN lesson to promote in pupils' good mental health, so that pupils:
 - Feel respected and valued
 - Recognise and develop their own strengths
 - Develop a sense of independence
 - Have positive hopes for the future

Transfer from other Preparatory Schools

For IN pupils coming to St. Francis' College from other schools, the Head of Individual Needs should receive relevant information either from the preparatory school or directly from the pupil's parents.

Concerns and Complaints

Anyone who has a concern or complaint about the Individual Needs provision should normally raise it with the Head of Individual Needs in the first instance. Alternatively, they could raise them with the Head. The College also has a Complaints Procedure, details of which may be found in the Staff Handbook.

Health and Safety

The Department takes full account of the Health and Safety needs of those who work in or visit it. Additional guidance and information is to be found in the **College's Health and Safety Policy**.

External Agencies

The Head of Individual Needs maintains a list of Educational Psychologists, and other professionals (e.g. speech and language therapists, occupational therapists) to whom the parents may take their daughter for assessments.

Related Policies

EAL Policy
More Able Policy
Curriculum Policy
Disability Policy

Version Control

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