



CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy last reviewed by:	Kathleen O'Connor
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This Special Educational Needs and Disability Policy takes into account:

- The Special Educational Needs and Disability (SEND) Code of Practice: for 0 - 25yrs (September 2015)
- The Equality Act 2010

- The Children and Family Act (April 2014)
- Teachers' Standards 2012 Section 5
- CLSG Accessibility Plan
- CLSG Pupil Mental Health Policy
- CLSG Medical Conditions, Medicines and Infection Control Policy
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. Overview

- 1.1. City of London School for Girls (CLSG) is an academically selective school catering for girls of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum.
- 1.2. It is our belief that all pupils can achieve their academic potential, regardless of need. It is recognised that some pupils will require additional, specific provision to do this and it is our aim to provide this support as required. Therefore, in keeping with the Equality Act (2010), the non-statutory guidelines within the SEND Code of Practice (2015) and the Children and Families Act (2014), the school will strive to make all reasonable adjustments to support pupils with SEND.
- 1.3. It is the policy of CLSG, wherever possible, to provide all pupils with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements. Whilst due recognition will be given to the SEND of any pupil, all pupils are expected to demonstrate respect for self and others; responsibility for their own learning and development; and demonstrate resourcefulness. Adherence to the school's Code of Conduct as presented in the Behaviour Management Policy is a requirement of all pupils.

2. Definition of Special Educational Needs

A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

- 2.1 A pupil has a learning difficulty or disability if she:
- a) has a significantly greater difficulty in learning than the majority of her peers or
 - b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

- 2.2 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

2.3 It should be noted that under the Equalities Act 2010 ‘hidden’ impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CLSG this usually comes in the form of 1:1 or small group tutorials, if it is felt that a pupil’s needs cannot be addressed in the classroom.

2.4 The SEND Code of Practice identifies four areas of need:

- **Communication and Interaction**
This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).
- **Cognition and Learning**
This includes pupils with specific learning difficulties, including Dyslexia Dyspraxia, and Attention Deficit Hyperactivity Disorder (ADHD).
- **Social, Emotional and Mental Health Difficulties**
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.
- **Sensory and/or Physical needs**
This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Pupils with such needs may require additional, on-going support and equipment to access the curriculum.

Please note, a pupil might fall into one of more of the categories listed above.

It should be noted that the school will make best endeavours to meet the requirements any individual within the context of ‘reasonable adjustments’ as required by the Equality Act (2010).

3. Identification of Need

3.1 Upon Application to the School

Upon application, Parents are required to inform the school of any specific learning or educational needs that their daughter requires. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist or medical professional. It is important that full details are provided so that the school can assess whether or not it can implement any required arrangement for entrance exams.

Whilst the school will pay due care to a pupil’s requirements upon application, should a place be offered and accepted, any subsequent adjustments will be based upon evidence of need as it is

presented within the context of the school and the pupil's learning at CLSG. Access arrangements awarded for entrance examinations do not automatically carry forward.

For pupils with SEND who transition from the Preparatory Department to Senior School, the Learning Support Department will liaise with the Head of Prep regarding transition planning and transition meetings with each pupil and her parents.

3.2 Baseline Assessment

Whole year screening takes place in the first term of Year 7 or upon entry for midyear admissions, and measures ability in spelling, reading and comprehension skills. Such assessments form part of the school's monitoring and tracking of pupils' progress, and help the school identify potential needs in order to further support pupils. There is no additional preparation work to be done for these assessments.

3.3 Gathering Information

The school recognises that potential underlying difficulties might only emerge as a pupil progresses through the school. Teachers can raise SEND concerns about a pupil's learning via the school's internal "SEND Concern" referral system. In addition, the Learning Support Department holds regular monitoring meetings with Heads of Year to review pupils' progress. Pupils can also make self-referrals and parents can raise concerns directly to the department or via their daughter's Head of Year.

4. Objectives for CLSG in relation to SEND

When a pupil has been identified as having SEND the school will endeavour to:

- 4.1 Ensure full entitlement and access for pupils with SEND to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2 Identify those pupils who have difficulties with learning which are significantly greater than the majority of pupils within the same age group and academic ability.
- 4.3 Supply information to the pupil and her parents outlining the support required and to take into consideration the views and feelings of the pupil and her parents.
- 4.4 Meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be completed within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside of school.

4.5 Advise and liaise with staff and parents on the identification of SEND and provide strategies for in-class support. Where necessary, the SENDCo responsible might recommend either an external or internal Educational Assessment.

CLSG is committed to the ongoing development of its Learning Support Department to better support the needs of pupils with SEND. The SENDCo holds a nationally recognised SENDCo qualification and specialist teaching qualification (AMDBA). In addition, the school has one full time Learning Support Teacher and two part-time Learning Support Teachers, one of whom holds specialist teaching qualification (OCR Level 7 equivalent).

The school has a designated governor for SEND.

5. Responsibility for Pupils at CLSG with SEND

5.1 All teachers at CLSG are responsible and accountable for the progress and development of all pupils in their classes, high quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEND.

5.2 CLSG will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support pupils with SEND

5.3 Class and subject teachers, supported by Heads of Departments and/or Heads of Year carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:

5.3.1 is significantly below that of their peers starting from the same baseline

5.3.2 fails to match or better the pupil's previous rate of progress

5.3.3 fails to close the attainment gap between the pupil and their peers (in line with her ability).

6. In School Support for SEND

When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice, the school adopts a graduated response to identification and support of pupils with SEND.

The school aims to:

- liaise closely with the pupil, her parents and staff to identify needs accurately and effectively and provide appropriate support
- adopt a pupil central approach to its provision and support
- liaise with outside agencies, as appropriate, to further support pupils as required.
- provide specialist in-house cognitive assessments as and when appropriate in consultation with a pupil, her parents/guardians and teaching staff
- liaise with pastoral staff to support the social and emotional well-being of pupils with specific needs or learning difficulties
- collaborate with subject teachers to ensure the needs of pupils with SEND are met
- monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- support students to:
 - to develop effective learning habits, including study and revision skills
 - to further support and develop reading and writing skills
 - to develop problem solving strategies
- specialist specific learning difficulties (dyslexia) teaching, as and where appropriate
- provide staff with relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning
- provide ongoing CPD for staff

6.2 Learning Support List and Monitoring List

The school's Learning Support List provides teaching staff with an up-to-date record of pupils in the school who have identified SEND. It details their areas of need and provides advice on appropriate teaching strategies.

The Learning Support Department also keeps a record of pupils who may have received support or intervention from the department but who do not meet the criteria for the Learning Support List. This list may also include students with SEND who responded well to intervention and as a result their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from tracking lists.

As the school adopts a graduated response and "plan, do, review" approach to its work, these lists are reviewed and updated regularly.

6.3 Personalised Learning Plans

A Personal Learning Plan (PLP) may be prepared in collaboration with the key stakeholders depending on the pupil's level of need. A PLP will reflect a pupil's strengths and areas of need and provide specific teaching strategies to meet the particular needs of the pupil. PLPs should be regularly reviewed and updated, in line with guidance from the Code of Practice.

6.4 External Specialist Reports

In some cases, an external Educational Psychologist (EP) or other professional may be required to assess a pupil. The school may advise parents/guardians of the benefits of such support and the

benefits of the school liaising closely with such professionals. Parents/guardians should share professional reports with the school in order to establish and agree support in school.

Please note that when parents/guardians are advised to seek assessment by an outside professional, or engage a Specialist Teacher to assist their daughter beyond the scope of the extra help available from the school, any charges arising will be borne by the parents/guardians and not by the school. For bursary funded pupils who require an external assessment, CLSG may be able to offer financial assistance.

Please refer to the Access Arrangements section for further information on the use of specialist teacher/EP reports for access arrangements.

7. Educational, Health and Care Plans (EHC Plans)

For a prospective pupil with an EHC Plan, the school will consult the pupil's parents/guardians and, where appropriate, her current school and Local Authority to ensure that the provision can be delivered by the School.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in a Plan.

8. Role of the Head of Learning Support/SENDCo

The Head of Learning Support/SENDCo has overall responsibility for SEND provision across the entire school and has the following key responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with all the relevant staff who teach/support pupils with SEND
- Advise on the graduated approach to provide a pupil with SEND
- Management of the SEND budget
- Liaising with parents of pupils with SEND.

- Liaising with internal professionals, such as the School Counsellor and School Nurse, as appropriate to support the needs of pupils
- Liaising with external professionals, including educational psychologists, medical professionals and professionals from other schools and/or institutes of education to support the needs of pupils as appropriate.
- To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To provide support and training for staff to ensure they have the ability to identify SEND and adapt their teaching if necessary to provide differentiated quality first teaching.
- To attend regular training and INSET sessions relevant to the role
- To regularly meet with the school Pastoral Team comprising of Heads of Section, School Counsellors and Deputy Head Pastoral.

9. Medical Conditions

The school's Pastoral Team, including the school nurse, is involved in the care of girls with any serious medical conditions. Please refer to the 'Medical Conditions, Medicines and Infection Controls Policy for further information.

10. Mental Health

The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Pupil Mental Health' for further information.

11. Resources and Diagnostic Testing

The Learning Support Department has a range of resources to develop the skills of pupils and it is the role of the SENDCo to keep informed of any new resources that will be beneficial to the school.

The department is well-equipped with diagnostic tests which enables its specialist teachers to carry out a battery of educational assessments in school. For further, more specialist advice,

parents/guardians may be asked to take their daughter to a recommended professional, for example, an Educational Psychologist for assessment.

12. Exam Access Arrangements

The regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications (JCQ) and other relevant Awarding Bodies, such as Cambridge International Examinations (CIE).

The regulations are designed to ensure no candidate is placed at a substantial disadvantage in comparison to her peers as a result of a specific need or learning difficulty and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.

In order to justify the requirements for a specific access arrangement, evidence has to be presented to demonstrate a history of need and how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon evidence of need. Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

Whilst careful attention will be paid to the contents of historically commissioned external reports from Educational Psychologists, these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for access arrangements to be granted.

Equally, external assessments commissioned by parents may not be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school. Prior to assessment, the school should have provided background information to the external professional such that the school and the assessor are working together to ensure a joined up and consistent approach.

It is important to recognise that Access Arrangements awarded at previous schools are not automatically carried forward and do not guarantee eligibility for exam Access Arrangements at CSLG. All pupils who arrive with external reports must be made aware that the school will, in most cases, re-assess irrespective of previous recommendations.

If a pupil's performance within the school suggests that they may require specific access arrangements to be made for public examinations, the views of the pupil, her parents/guardians and subject teachers as well as evidence of performance within the school will be collated in order to demonstrate a clear picture of need. With permission, one of the school's qualified assessors will

carry out an assessment using a range of nationally standardised tests from those approved by the JCQ. Subject to pupil and parental agreement, the reports of external professionals who have liaised closely with the school to identify a pupil's needs may also be used when making an application. Only with the appropriate evidence can an application be made for specific access arrangements. Parents will be provided with assessment results and, if necessary, an application for a specific access arrangement will be made.

Where Access Arrangements are required as a result of a long term medical condition, the professional diagnosis should ensure there is clear and substantial evidence for an arrangement to be made as a direct result of the candidate's long term and continuing medical needs presenting a persistent and significant barrier to learning.

Pupils with exam Access Arrangements are awarded such arrangements as their standard way of working in school (classwork and internal assessments and tests) as well as in public examinations.

The use of a word processor is one type of Access Arrangement. Please refer to the Exam Policy for further information on the use of word processors at CLSG.

Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre.

13. Evaluation of SEND Provision

- 13.1 The school's SENDCo liaises regularly with the Deputy Head Academic, Head of Senior School, Head of Lower School, Head of the Preparatory Department, Heads of Year, School Nurse and Exams Officer.
- 13.2 The school's SEND Policy and Developmental plan are updated regularly and adjustments made as appropriate and when necessary.
- 13.3 Annual lesson observations of teachers should include recognition and evaluation of SEND provision.
- 13.4 It is the aim that additional SEND support provided is monitored, adjusted and reviewed with pupils, parents/guardians, and relevant staff.
- 13.5 Currently SEND support is measured in the following ways:
 - Subject assessments
 - Internal and external examinations
 - End of term reports

- Parents' Evenings
- Personal Learning Plans
- Diagnostic testing
- Book looks
- Learning Walks
- School leavers destinations

14. Planning the Transition into Post 16, Universities, Training and the Workplace

- 14.1 Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.
- 14.2 The SENDCo will liaise with the Head of Sixth Form, Head of Senior School and Head of Careers before the pupil approaches the transition point. Similarly, the SENDCo will support pupil and parents liaise with relevant educational providers or employers to ensure that relevant information about previous SEND provision is shared appropriately.
- 14.3 The pupil's Local Authority will be able to offer advice on the financial support available to pupils in higher education and how to claim it, including the Disabled Students Allowance (DSA).
- 14.4 DSAs are available to help pupils in higher education with the extra costs they may incur on their course because of a disability. Applications for DSA can be made to Student Finance application services. This varies from year to year, but generally at least six months before the start of the academic year in which the young person is expecting to take up a place.

15. Arrangements for Dealing with Complaints

- 15.1 Any serious complaints relating to SEND provision will be dealt with using the school's Complaints Procedure.
- 15.2 Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENDCo, staff, parents and pupils as appropriate.

16. City of London Local Offer

For information on the City of London's Local Offer please click [here](#).