

Learning Differences SEND and Inclusion Policy

Section A: Special Educational Needs and Disabilities (SEND)

Section B: The Excellent Pupil Programme (EPP)

Section C: English as an Additional Language (EAL)

The Learning Differences Policy applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school, students on placement, contractors, and agency staff.

This policy is available to parents, staff and pupils:

- via the school website www.jubileehouseschool.org
- within the Parent Policies Folder in the reception area, and
- on request, a copy may be obtained from the school office.

The school aims to identify pupils with Special Educational Needs and/or Disabilities (SEND) and EAL at the earliest opportunity and ensure that appropriate provision is in place to support development in all areas.

All members of staff have a responsibility to ensure that pupils are supported in all aspects of their school life.

In accordance with the 2015 Code of Practice, all teachers are responsible for the progress and development of all pupils in their class, and the teaching staff have a responsibility to differentiate all lessons to cater for individual pupil needs, to ensure excellent educational outcomes for the pupils.

This policy is reviewed no less than annually by the leadership and directors.

Signed:

Julie Cousins
Business Manager
Reviewed July 2019
Review July 2020

Julie Saddler Forman
Head teacher

Section A: Inclusion and Special Educational Needs and/or Disabilities

1. Preamble

1.1 Jubilee House aims to celebrate every individual and to enable all pupils to realise their potential. The school will seriously consider admitting any pupil, if we are confident their special educational needs can be met. In the light of the Equality Act (2010), we have carefully considered what we might do to make our building more accessible to those who have a physical disability.

1.2 Jubilee House follows the 'Special Educational Needs and Disability Code of Practice: 0-25 years' (Department for Education and Department for Health; January 2015). This policy is written in accordance with the Fundamental Principles from the 2015 Code of Practice to ensure:

- All pupils with special educational needs have their needs met, and get the support they need in order to allow them to develop and to achieve their best possible educational, and other, outcomes.
- Pupils with SEND engage in the activities of Jubilee House alongside pupils without SEND.
- Pupils with special educational needs are offered full access to a broad, balanced and relevant education.
- Pupils and parents participate as fully as possible in decisions, the school providing appropriate information and support to them. Their views, wishes and feelings are taken into account.
- There is a teacher responsible for co-ordinating SEND provision in the school.

1.3 The school undertakes to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Jubilee House has a duty to prevent discrimination and promote equality.

1.4 In keeping with The Equality Act 2010, Section 88, Jubilee House has prepared and implemented accessibility strategies and plans which ensure that the appropriate access arrangements are provided for every pupil with SEND, for all externally marked examinations in accordance with awarding body regulations and JCQ guidance. We shall also endeavour to make suitable adjustments for internal and entrance examinations wherever appropriate.

The purpose of such pre-examination adjustment is to ensure, where possible, that barriers to assessment are removed for a candidate with SEND preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment/examination is maintained, whilst at the same time providing access to assessments for a candidate with SEND.

This SEND policy, along with supporting documents, provides staff and parents/guardians/carers with a comprehensive breakdown of processes and support available to ensure educational progress and overall well-being for all its pupils. In line with government and local authority policy on inclusion, we welcome into school pupils with both high and low priority needs, and strive to expand our expertise in meeting a comprehensive range of needs.

1.5 With any pupil with SEND, if we suspect there to be a safeguarding issue, we would follow the school protocol and contact the Designated Safeguarding Officer or the Deputy Designated Safeguarding Officer in their absence. Please refer to the school Safeguarding Policy for more details.

1.6 The UK Government is committed to inclusive education of disabled children and young people, and the progressive removal of barriers to learning and participation in mainstream education.

- According to the 2015 Code of Practice, a child or young person is defined as having a SEND if they have "...a physical or mental impairment which has a long-term and substantial adverse effect on their
- The term "long-term" is defined as 'a year or more' and "substantial" is defined as 'more than minor or trivial'.
- Any child or young person with any SEND will require special educational provision which is

different from or additional to that normally provided to pupils of the same age.

1.7 Pupils with SEND in Jubilee House are likely to fall in one or more of the following categories:

- Communication and interaction (eg. Asperger's Syndrome; Autism; Speech, Language and Communication Needs).
- Cognition and learning (eg. Moderate Learning Difficulties; Specific Learning Difficulties such as dyslexia and dyspraxia).
- Social, emotional, behavioural and mental health issues (eg. Attention Deficit Disorder; anxiety; depression; eating disorders).
- Sensory and/or physical needs (eg. Visual impairment; hearing impairment; multi- sensory impairment).

2. Aims: Improving Outcomes within Jubilee House

2.1 All children and young people are entitled to an education that allows them to make progress so they can:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

2.2 The school aims to identify pupils with Special Educational Needs (SEN) at the earliest opportunity and ensure that appropriate provision is in place to support development in all areas.

- All staff have a responsibility to ensure that pupils are supported in all aspects of their school life.
- In accordance to the 2015 Code of Practice, all teachers are responsible for the progress and development of all pupils in their class, and the teaching staff have a responsibility to differentiate all lessons to cater to individual pupil needs to ensure excellent pupil educational outcomes.

2.3 In order to meet the aims, we:

- Have a SEND Co-ordinator (SENDCo) appointed to oversee the needs of pupils throughout the school.
- Ensure pupils with learning needs are identified as early as possible so appropriate provision can be put in place, and that this is continuously monitored and reviewed.
- For School Leaders at Jubilee House to regularly review and evaluate the quality and breadth of support offered to pupils with SEN or disabilities as part of their approach to whole school improvement.
- Ensure all staff members are aware of, and provided with up-to-date records of, pupils' needs, interventions and outcomes, and are able to meet those needs in a school setting.
- Fulfil statutory requirements in administering the correct procedures for pupils with Education and Health Care Plans.
- Provide appropriate examination support that adheres to the Joint Council for Qualifications (JCQ) Guidelines.
- Allow for modifications to the curriculum and timetable to ensure all pupils' needs are met.
- Work in partnership with parents/guardians/carers and the pupils themselves to provide appropriate support and advice.
- Ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability.

3. Responsibilities

3.1 Special Educational Needs and/or Disabilities Co-Ordinator (SENDCo)

- The school has two SEND Coordinators, and an Assistant to SENDCo, who helps to oversee the needs of pupils throughout the school and ensures that any examination access arrangements are accounted for.
- The SENDCo plays an important role in determining the strategic development of the SEND policy and provision in Jubilee House, and has day-to-day responsibility to ensure that the operation of this is happening throughout the school.

3.2 The main responsibilities of the SENDCo are:

- To provide professional guidance to colleagues, and to work closely with staff, parents, pupils and other agencies.
- To ensure that pupils with SEND receive appropriate support and high quality teaching.
- To ensure that the needs of pupils with Education and Health Care (EHC) Plans are being met.
- To design and monitor personal learning plans and strategies for individual pupils.
- To maintain up-to-date records for any pupils on the SEND and EAL (English as an Additional Language) lists.
- To liaise with any relevant external agencies, professionals and specialist tutors.
- To monitor Individual Educational Plans as and when required.
- To provide high quality training for teachers and Learning Support Assistants (LSAs) to support pupil progress.

3.3 Teachers and other Staff Members

- Teachers are responsible and accountable for the progress and development of pupils in their class, including when LSAs and specialist staff are involved.
- There is a focus on high quality, well-differentiated lessons in Jubilee House, along with rigorous data collection that can be used to monitor pupil progress.
- Jubilee House regularly reviews the quality of teaching for all pupils, including those at risk of under-attainment.
- Teachers will regularly use high quality and accurate formative assessment to identify pupil progress alongside national data and their personal expectations of progress.
- If teachers suspect a pupil has not been identified with a SEND, they have the responsibility to pass on their concerns to the SENDCo.
- Teachers will ensure they are up-to-date with relevant pupil SEND backgrounds and will put into practice the main strategies to support pupils.

3.4 Learning Support Assistants (LSAs) are timetabled to work in the classroom, either with specific pupils or generally in the classroom.

- Teachers are responsible for ensuring the LSAs are used effectively to support pupil progress.
- LSAs ensure pupils are supported within the classroom with their peers, to ensure an inclusive environment where pupils experience a normal classroom setting with assistance, to fully access the curriculum.
- The SENDCo and LSAs are in regular contact, through a combination of formal and informal weekly meetings, to discuss pupil learning and plan the next steps.
- LSAs support the provision and differentiation for pupils so they extend their learning beyond the completion of work.

4. Specialist Support

4.1 Jubilee House offers the opportunity for pupils with SEND to have extra tuition within school, from a support Tutor. This tutor

- also supports pupils with a wide variety of other subjects and skills.
- There is open communication between the tutor and parents to organise both logistical aspects of the tuition and what can be covered in the session.
- The tutor attends Parents Evenings and parents are able to make appointments at this.
- The tutor is provided with targets from their class teachers specific to what they are covering in their tuition and the tutor refers to these targets in the sessions. The tutor produces a termly report, which is sent home to parents, which reports the pupil progress towards those specific targets over the term.

5. Identifying SEND at Jubilee House

5.1 Early identification of pupils with SEND is a priority at Jubilee House. Action and intervention is graduated and thorough, to support those pupils with SEND, to remove barriers to learning and put provision in place for them.

5.2 All information collected about a pupil is thorough and frequently reviewed, and wherever necessary, specialist expertise is sought to ensure effective interventions are in place. There is a continuous cycle for identifying and reviewing SEND, each step taking a personalised pupil-centric approach.

5.3 Steps in identification are set out in Appendix A1 below.

5.4 It must be noted that Jubilee House are alert to events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. These events may not lead to a child having SEND but it can have an impact on their well-being and sometimes this can be severe. If a child has short-term needs, Jubilee House will ensure appropriate provision is in place to prevent problems escalating.

5.5 If there are long-term needs, SEND may be considered. Jubilee House also recognises that attainment in line with chronological age does not indicate there is no learning difficulty or disability. We are aware that these can occur across the range of cognitive ability and, if left unaddressed, this can lead to frustration, disaffection, emotional or behavioural difficulties.

6. Education and Health Care Plans (EHC Plans)

6.1 When a child that plans to join Jubilee House has an Education and Health Care Plan (EHC Plan), the school consults with parents and, where appropriate, the Local Authority to ensure that curriculum needs are met as outlined therein. If curriculum alterations are required to meet the EHC Plan, Jubilee House will see if the changes can be made in advance of the pupil starting school.

6.2 The school will co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice.

6.3 The school will make reasonable adjustments to meet the needs of any child with an EHC Plan.

6.4 Any additional services (such as dyslexic tuition) that are needed to meet the EHC Plan will be subject to charge. This will be payable by the Local Authority.

6.5 The SENDCo will hold weekly minuted meetings with each child to review the provision and support for them, and make reasonable adjustments wherever necessary.

6.6 Individual Education Plans (IEPs) (pupil passport) are produced for each child with an EHC Plan, which include specific targets (normally three or four), how to meet them, and desired outcomes as they successfully achieve

each target. These targets are agreed with pupils and parents, outlining specifically what they entail, and who will support them in this. These are reviewed twice a year with the SENDCo, pupil and parents, and these are then shared with the Form Tutor and teachers of each pupil.

7. Records and Data

7.1 Jubilee House has developed its own approach to record keeping in line with requirements of the Data Protection Act 1998. This means that any provision made for pupils with SEND is recorded accurately and kept up-to-date.

7.2 As part of any inspection by the Independent Schools Inspectorate (ISI), they will see

- evidence of pupil progress in SEND
- a focus on the outcomes of pupils
- a rigorous monitoring and evaluation system for SEND support

7.3 When communicating with parents about their child's support and progress, Jubilee House uses the SEND data it has gathered, along with proposed next steps.

7.4 Records regarding pupils can be held in number of different ways:

- Teacher feedback regarding a particular pupil initiated by the teacher.
- Specific feedback about a pupil collated by an appropriate member of staff.
- Emails exchanged regarding the pupil.
- Copies of pupil work.
- Any online tests completed by the pupil eg. Lucid Exact test to build evidence for examination access arrangements.
- Records held in both the pupils' appropriate folder/SEND list/Classroom Monitor.
- Comprehensive list of the pupils' needs and strategies to support them on the SEND list/SEND Quick Look list/SEND register/CM. The Group which pupils fall into are made clear through colour coding and staff receives regular training on the meaning of the Groups.
- Hard copies, and electronic copies wherever possible, of reports provided by external specialists.
- Any new information regarding a pupil is formally updated on the SEND list/Quick Look SEND/CM/SEND register (wherever appropriate), and parents are notified.
- Any information regarding a pupil and their EHC Plan (such as records from the annual review or weekly meetings with the SENDCo) are recorded in their personal folder.

7.5 Data regarding pupils can be held in a number of different ways:

- Any entrance data about pupils (eg. CATS) is saved in Classroom Monitor. This is accessible for use by any staff. The individual scores for SEND pupils are included in the SEND list.
- Pupil progress over the year(s) are monitored and stored in Class Monitor. This includes any particular action which may be taking place for pupils.
- Teachers are responsible for the tracking of each pupils' progress throughout their time at Jubilee House, in their own subject. If they notice a concern, they are to refer this to the SENDCo where further investigations can take place.

8. Parent and Pupil Participation

8.1 Jubilee House encourages a close relationship between pupils with SEND and their parents, and the school, underpinned by open-dialogue at all times.

- Parents can provide detailed understanding of their child whilst teachers can provide specific feedback on the progress of the pupil.
- Communication with parents takes place through telephone calls, parents' evenings, e-mails, specifically-arranged meetings, and written reports.
- Parents should try to attend any meeting or respond to any communication from the school in order to support pupil progression.
- For any pupil with SEND, this communication is regular and thorough.
- Increasing parental engagement can strengthen the impact of the SEND support provided to pupils in school.
- If parents have any concerns, they are encouraged to contact the pupils' class teacher, the SENDCo, the relevant member of SEND or a relevant member of the Senior Leadership Team.

8.2 At Jubilee House, we encourage all pupils to take responsibility and make decisions. These decisions include all aspects of their provision, such as

- the setting of targets in their personal provision
- pupils with EHC Plans setting the targets for their IEP.
- pupils making judgments about their own performance against their targets.
- pupils recognising areas of success, as they do in other aspects of school life.

8.3 Any pupil is welcome to meet with the SENDCo, whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the SEND team.

8.4 Pupils are involved whenever targets are set, and they are essential in ensuring that they are relevant.

9. SEND Provision

9.1 In order for pupils with SEND to progress with their learning and development, we need to precisely outline appropriate provision for them. This must always:

- Include the insights of pupils and parents.
- Include targets that are specific and measurable, and stretch the pupils to maintain high ambitions for them.
- Be reviewed regularly, to see if changes or additions to the provision are needed Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the provision develops evidence that show that they allow the best possible progress for the pupil.

9.2 Forms of SEND provision.

- The aim of any SEND provision is to allow all pupils to have access to a broad and balanced curriculum.
- Pupils on the SEND list can have specific strategies to support them in lessons, and these are the core forms of provision for them.
- Provision can take the form of pastoral care, which is set up and monitored by the relevant Head of Year.

- If a pupil needs specific provision in school outside of the classroom, this is also put into place and reviewed.
- Any forms of provision agreed on for a pupil, are shared with staff and monitored for their effectiveness.

Appendix A1:

Identification of SEND

Steps in Identification: Summary

The first step is the identification of SEND:

Pupils with SEND may be identified in various ways – before/on entry to the school, while at school following a referral by a teacher, a parent or even the pupil themselves, or as a result of less than expected performance in various tests and other standardised screening or assessment tools.

The second step is communication of the findings:

When identification is made, they will be put into a Group and colour coded dependent on their level of need. Early discussions with the pupil and their parents will take place, where they may be informed of any local authority information, advice or support. The SENDCo, or relevant staff member, will immediately inform teachers about any specific support, extra tuition or other rigorous interventions to immediately help to secure the pupil better progress.

The third step is putting into place provision and support for the pupil:

The provision and support is specific to the needs of the pupil and is subject to change depending on the individual child. If a pupil has a variety of SEND, these are each taken into account in order to explain that what is in place is personalised.

The fourth step is to review each step

When in-school support is in place, a clear date for reviewing pupil progress will be set. We are aware that over time, their needs may change. Learning Support Evenings take place twice a year which parents can attend to review the progress of their child. Any changes or extra information provided about a pupil are promptly shared with the teachers. When Individual Education Plans (IEPs) are in use, they are reviewed twice a year with both the pupil and their parent. The outcomes are then shared with all of the pupils' teachers.

Further details:

Early identification of pupils with SEND is a priority at Jubilee House. Action and intervention is graduated and thorough, to support those pupils with SEND, to remove barriers to learning and put provision in place for them. All information collected about a pupil is thorough and frequently reviewed, and wherever necessary, specialist expertise is sought to ensure effective interventions are in place. There is a continuous cycle for identifying and reviewing SEND, each step taking a personalised pupil-centric approach

The first step is the identification of SEND: Pupils with SEND may be identified

- on entry to the school, through records on their application or the transition process.
- following a referral by one of the teachers, who are familiar in identifying patterns of SEND. There may then be classroom observations, discussions with the pupils' teachers, a review of pupil work, then discussions with parents, and the next steps decided.
- by staff, who may identify pupils who are specifically experiencing emotional /behavioural problems.
- by parents – they know their child best and we place great importance when parents express concerns about their child's development.
- by the pupils themselves – we listen to and address any of their concerns promptly.
- or pupils may be identified once they complete CAT, baseline tests, through building a picture of pupil progress over time compared to their entry, or through progress being identified as less than expected by the pupils' teacher or SENDCo.

Initial feedback gathering will take place from the pupils' teachers/Form Tutor for the specific concern.

Jubilee House uses a variety of methods of screening and assessment which can include any of:

- liason with primary feeder schools;
- pupil performance judged against National Curriculum tests/level descriptors;
- teacher observation/assessment;
- Cognitive Ability Testing (CAT), spelling and reading tests on entry to the school;
- other standardised screening or assessment tools such as Lucid Exact.
- The SENDCo may complete an observation of the pupil, looking specifically at the concerns raised.

When identification is made, they will be put into a Group and colour coded dependent on their needs.

- Reasonable Adjustment and Monitor– staff are made aware of adaptations/differentiation that needs to take place in the classroom. These pupils do not receive additional support outside the classroom.
- School Action– these pupils receive extra support within school through small group work, intervention schemes, peer mentoring, or a combination of these strategies. They use the staffing ordinarily available in the classroom. If these pupils do not make satisfactory progress, the SENDCo may need to seek advice from external agencies.
- School Action Plus – these pupils receive additional specialist support from an external specialist either in school or out of school. This may include 1:1 support or other TA support which cannot be covered by existing class resources., in addition to some of the same strategies as Group 2 pupils.
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EHCP Plan – A pupil who has an EHC Plan (previously a statement of Special Educational Needs).

When this policy was updated in October 2017, there are five pupils with an EHC Plan at Jubilee House.

The second step is communication of the findings:

Once the initial information gathering has taken place

- Early discussions with the pupil and their parents will take place, if not done already. This will be structured to find out the pupils' areas of strength and difficulty, background information, parent concerns, possible outcomes for the child and the next steps to take.
- The outcomes of discussions with parents and/or teachers will be added to the pupils' records on the Jubilee House information system and a copy given to parents. Parents may be informed of any local authority information, advice or support.
- The SENDCo, or the relevant staff member, will immediately inform teachers about any specific support, extra tuition or other rigorous interventions to immediately help to secure the pupil better progress.
- Any information regarding a pupil is saved onto the Jubilee House SEND list and on their file. There is also a Quick Look SEND list. They will also have their records saved on the SEND register. All members of staff have access to these files and all pupils passports.

The third step is putting into place provision and support for the pupil:

- The wishes of the parent and pupil about desired outcomes and expected progress and attainment, will be considered
- The pupil may be referred to a specialist, such as an Educational Psychologist, who can ensure that the full range of an individual's needs is identified, along with appropriate strategies based on the individual. Jubilee House has an Educational Psychologist with whom we routinely work, and who can be recommended to parents.
- The provision and support is specific to the needs of the pupil and is subject to change depending on the individual child.
- If a pupil has a variety of SEND, these are each taken into account in order to ensure that what is in place is personalised.
- Any examination access arrangements put into place must be recommended by a specialist, along with further evidence gathered by the SENDCo or Assistant to SENDCo. These are put into place in order to overcome a disadvantage that the pupil with SEND has in comparison to their peers, as outlined by the JCQ.

- The school provides guidelines for the use of laptops and other computer technology during examinations: please apply to the SENDCo.
- Where appropriate, specific pastoral support is also provided by the pupil's Form Tutor/ pastoral staff/ Head of School.

The fourth step is to review each step:

We are aware that over time, pupils' special needs, provision and support requirements may change, such as with Speech, Language and Communication Needs (SLCN) and Asperger's Syndrome.

- When in-school support is in place, a clear date for reviewing pupil progress will be set.
- Learning Support Evenings take place twice a year which parents can attend to review the progress of their child.
- Any changes or extra information provided about a pupil are promptly shared with the teachers.
- When a pupil continues to make less than expected progress, despite evidence of personalised pupil support and intervention, we will consider specialists, including those secured by Jubilee House itself or from outside agencies.
- When Individual Education Plans (IEPs) are in use, they are reviewed twice a year with both the pupil and their parent. The outcomes are then shared with all of the pupils' teachers.

Appendix A2

Specific forms of provision:

(a) Provision Mapping:

Each term a provision map is drawn up to outline the specific support currently given to named pupils in school.

- Provision maps are an effective way of showing what is offered in addition to the Jubilee House curriculum. The map helps the SENDCo maintain an overview of the programmes and interventions in place for different groups, as well as monitoring the different levels of intervention on offer, as well as recognising if there are any gaps.
- This is a fluid document with pupils' names being added and removed from the map as the term progresses. The provision map is shared with all teachers at the start of every term. Teachers monitor the pupils' progress and make notes about how pupils can improve, along with if provision is necessary to continue.
- Managing provision in this way can help to develop the strategy of the SEND provision at Jubilee House to match the needs of the pupils across the different year groups, as well as to evaluate the impact of this provision on pupil progress.

(b) Timetabling:

- The amount and type of support offered to a pupil is dependent on their needs. Jubilee House believes that all subjects are important to the pupils' development, and that pupils should not be withdrawn from timetabled lessons unless it is absolutely necessary. If a pupil is withdrawn for learning support, every effort is made that the pupil does not miss core curriculum subjects.
- Jubilee House believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers.
- Some pupils are withdrawn from a second language in Years 7-9 in order to have extra support in English, which takes place in a session known as Key Skills English.
- Some pupils may receive additional support in their free study periods from Year 10.

(c) Laptop and Examination Access Arrangements:

The SENDCo and Assistant to SENDCo are responsible for ensuring any provision regarding a laptop and examinations are in place.

- A pupil is likely to use a laptop if their handwriting is illegible, or if their writing vs. typing speed is compared and there is a particular strength during laptop use.
- The parents are responsible for providing their child with a laptop, as well as for any damages or losses which occur to the laptop.
- Pupils and parents sign a Laptop Agreement which states that the laptop is always used appropriately within the classroom, especially once the pupil reaches Year 9, when they have limited access to the internet to support their work.
- Pupils have a responsibility to ensure all work is printed and added to their classwork.
- If pupils use a laptop as their normal way of working, it is possible to apply for laptop use in their examinations, both internally and externally.
- Any access arrangements for examinations, such as 25% extra time and a reader, are applied for by

the SENDCo. Evidence for this is obtained through an Educational recommendations from a specialist and/or evidence within school.

Psychologist report,

- Teachers are made aware who are entitled to these access arrangements and what the arrangements are, and teachers are responsible for applying these for any in-class assessments.
- For formal mock examinations or external examinations, the SEND department liaises with the Examinations Officer to ensure the access arrangements are in place and correct.

(d) Emotional and Behavioural Difficulties:

Jubilee House caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. Additional support is also available for these pupils through a designated school counsellor. In the Junior School, additional provision can be provided to the pupil through reminder cards on their desks. This could be in the form of a 'Class Challenge Card' where the SENDCo, teacher, pupil and parents come up with three specific targets for the pupil to focus on, with an appropriate reward for successfully achieving their targets each lesson.

(e) English as an Additional Language (EAL):

Pupils who learn English as an Additional Language to their native language require particular care, which is under the remit of SEND. They can be identified either by information independently provided by the parents and pupils, or through the EAL interview when they first apply to the school. Pupils with EAL may face difficulties in their learning in particular subjects or their development due to a more limited command of English. Please see the EAL Section of the Learning Differences Policy following for full details.

(f) Able Pupils:

Pupils falling within the categories of Able, Gifted and/or Talented have provision made for them through our Excellent Pupil Programme (EPP), which is overseen by our EPP Co-ordinator. Their needs and abilities are individually profiled and catered for both within the classroom and through additional enrichment opportunities. Please see the EPP Section of the Learning Differences Policy following for full details.

Section B: The Excellent Pupil Programme (EPP)

1. Preamble

1.1 Jubilee House caters for children that are able, gifted and/or talented through its 'Excellent Pupil Programme' (EPP).

1.2 Although not explicitly using the labels 'Able', 'Gifted' and 'Talented', Jubilee House caters for pupils that meet the following descriptions:

Able: pupils who have the potential or capacity to develop expertise in one or more areas of learning or performance;

Gifted: pupils who have a broad range of achievement at a level well above average, typically in the more academic subjects;

Talented: pupils who excel in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

1.3 Jubilee House fully acknowledges that those pupils with particular abilities, attainment, and/or dedication to a subject must be stretched and challenged.

1.4 These pupils are invited to join the Excellent Pupil Programme which delineates and caters for their requirements and interests in accordance with our guiding principle of 'Celebrating Every Individual'.

2. Aims

2.1 The EPP aims to develop independent learners who exercise curiosity and creativity in all areas of their endeavour.

2.2 Jubilee House recognises that pupils participating in the Excellent Pupil Programme may fall within one or more of the following categories. Through personalised provision within lessons, appropriate enrichment activities, and individual support from the EPP Coordinator the school caters for all of the following:

- Broadly gifted - excel in all they do and enjoy that success; easy to identify;
- Talented - possess a particular, if not striking, ability in one area, e.g. Maths or Music; relatively easy to identify as they tend to be academically able and successful;
- Rebellious gifted - possess some behavioural difficulties which manifest themselves as potentially disruptive and under-achieve; often such children are identified as purely disruptive or as a lower ability;
- Creatively gifted - deep thinkers who may be unpopular with peers due to a perceived lack of social skills; may be incorrectly identified as disruptive;
- Concealed gifted - under-achieving children who do not want to be different from their peers so they may merge into their peer group; often such children are incorrectly identified as underachievers or simply less able.

2.3 The following characteristics define our approach:

- Personal: To Celebrate Every Individual by ensuring that Excellent Pupils are stretched and challenged so that they reach their full educational potential. The needs of Excellent Pupils must be catered for individually and specifically, and not just with a 'broad-brush' approach.
- Precise: Clear school-wide process of identification and documentation of EPP pupils, and effective provision across subjects.
- Inclusive: The EPP includes and develops different types of Excellence, uses quantitative and qualitative measures for identifying Excellence, includes non- invitation events that are open to all, and believes that all pupils should aspire to Excellence.
- Diverse: The EPP acknowledges the many different aspects, angles and manifestations of Excellence,

and that no two Excellent Pupils are the same.

- Fluid: The EPP recognises that Excellence manifests at different times, whilst in some cases pupils may plateau or their patterns of Excellence may change, and that there is a need for regular assessment and re-identification.
- Broad: We aim to cater for a wide range of different interests, and of ultimate career areas, with variety of outcome a key ambition. We do not seek to produce one 'type' of pupil, or to propel all pupils into particular subject or career areas

3. Identification of Excellent pupils

3.1 The identification process is designed to be flexible and responsive as high-level attainment patterns and pupil enthusiasm can change over time, and may manifest unexpectedly at any stage in a pupil's school career.

- Identification will occur on a sixth-monthly cycle, with no preference given to pupils who have or have not previously been invited to participate in the EPP.
- Before Autumn half-term and before the Easter break, Heads of depts will hold meetings with all subject teachers in their Faculty, to nominate 1-2 pupils per class whom they believe, based on performance in their subject, deserve to form part of the EPP.
- The EPP criteria for each subject (created by the Head and/or Subject Leader as a modification of generic criteria provided by the EPP Coordinator), include, but are not restricted to:

Subject attainment (e.g. in tests, assessments, etc. Subject curiosity/enthusiasm

Creative expression/imagination within a subject area

Demonstration of wider 'life skills' (e.g. leadership, problem-solving, etc.) within a subject area

3.2 To ensure that both quantitative attainment and qualities demonstrated within the classroom are taken into account in identification, the EPP Coordinator will compare teacher nominations with pupil performance in recognised aptitude tests: CAT, . Pupils whose score is above 120 or above will be noted. If a pupil such as this is identified but has not received a nomination in any subject, they will be managed by the EPP Coordinator through the EPP Coaching scheme/Academic Mentoring.

3.3 The EPP Coordinator creates two EPP lists:

- the 'Aspire' list of Excellent Pupils, those who have three or more subject nominations, or a high aptitude test score and at least two subject nominations. This list will cater for those that fit the description of a 'Gifted' child, and they will be invited to attend regular Aspire sessions, designed to provide further enrichment.
- the 'Specialist' list, those pupils who have received one or two subject nominations. This would include those with high aptitude for one particular academic subject. This list will cater for those that fit the description of a 'Talented' or 'Able' child.

3.4 In addition, these lists drawn up by the EPP Coordinator may also include:

- pupils whose enthusiasm, diligence and application are such that they are performing above expectation in a subject, and whose commitment to the subject and to undertaking additional learning renders them suitable for inclusion within the EPP.
- pupils who have a high aptitude test score, but are not achieving subject nominations. Such pupils may be 'rebellious' or 'concealed', as described above, or may have other reasons for not achieving in accordance with their test scores. Where appropriate the EPP Coordinator may intervene to help such a pupil work towards EPP nomination, e.g. through in-class observations, individual meetings, discussions with their tutor, etc.

3.5 Where a pupil is listed both as EPP and as having Special Educational Needs or Disabilities (dual exceptionality), the EPP Coordinator and the SENDCo will discuss the pupil to ascertain what limitations or additional requirements might exist, and to ensure that both are fully aware of the pupil's needs and interests, and will plan for that pupil appropriately

4. Additional support for EPP pupils

4.1 Whilst EPP pupils will have access to all the usual forms of support on offer at Jubilee House (form tutor, school counsellor), sometimes the problems encountered by an EPP pupil may relate directly to their abilities, and therefore may require discussion with the EPP Coordinator.

4.2 In these instances a personalised plan will be put in place by the EPP Coordinator to assist the pupil, and may include regular mentoring meetings with the EPP Coordinator or another member of staff; communication with parents; and close monitoring of pupil work and workload.

4.3 Able, gifted and talented children can often fail to achieve their potential and may be unable to cope with their abilities and can suffer from many difficulties, for example:

- low confidence and self-esteem;
- high degree of frustration and self-blame;
- poor study skills;
- social difficulties and/or isolation, and a belief that they are misunderstood and different to their peers;
- problems with concentration;
- living in own 'private' world.
- In assisting these pupils, Jubilee House will:
 - help them to understand the reasons behind how their minds works, any under achievement and that this is a temporary inconvenience and not a lifelong handicap.
 - rectify unfavourable responses to learning style as quickly as possible;
 - help them develop key life skills. Such pupils may require a considered intervention. They may have a better developed contribution to make toward their own assessment. Also, they may have a stronger potential to develop self- advocacy skills;
 - assist them in utilising strengths. They may require specific help in learning how to learn. Given the real strengths, these could be employed to help overcome any weaknesses;
 - reassure and encourage. Such pupils may need to become more accepting of themselves, especially if they have become reliant on seeking the advantage from expressing ability. Like all children, they need to know that the teacher cares and is with them and for them and skilled in techniques to put things right which may need due attention.

5. Teaching and Learning - provision for EPP pupils

5.1 Jubilee House recognises that the most significant provision for EPP pupils occurs within the classroom on a daily basis.

5.2 Where teachers plan engaging lessons with stretch and challenge in-built, and accessible to all pupils including those that are EPP, then high levels of progress will be made by all pupils.

5.3 Working in this way will help to ensure the development of new skills, knowledge and conceptual understanding. EPP pupils may require additional help or support in order to achieve this.

5.4 Approaches to teaching are set out in Appendix B2 below.

6. Enrichment

6.1 EPP pupils will also be given additional enrichment opportunities, depending on opportunities available and what is appropriate for each pupil.

6.2 Heads of Faculty have responsibility for including enrichment-type opportunities for EPP pupils in their subjects, for example, attending talks, going on relevant visits, or attending a reading group.

6.3 Curricular organization is flexible to allow pupils to have enrichment and to work beyond their age and/or phase, and across subjects, to help maximise individual potential.

7. Responsibilities for EPP provision

7.1 All teachers have a responsibility to be aware of and to implement best practice for EPP pupils. This is supported and led by the EPP Coordinator.

7.2 See Appendix B1 for details

7.3 Parents and carers are informed of developments and encouraged to be actively engaged in extending their children's education. Jubilee House recognises the essential role played by parents in understanding their child's EPP needs, and in supporting the school's provision for EPP pupils.

7.4 The EPP Coordinator will communicate directly with parents when they raise queries, and will also contact parents in the event of exceptional achievements or where problems may exist for an EPP pupil.

7.5 The EPP Coordinator will arrange an annual presentation for parents keeping them fully informed on the nature, provision and development of the EPP programme at the school.

7.6 After the school's internal nomination meetings, parents of EPP pupils will be notified in writing of their child's EPP nominations and the nature of the EPP. They should contact their child's tutor if they wish to discuss aspects of academic performance, and the EPP Coordinator with any queries relating to the EPP programme.

7.7 All classroom teachers, subject leaders and heads of faculties should provide detailed feedback to parents on EPP pupil attainment at Parents Evenings.

Appendix B1 – Specific Responsibilities for EPP provision

Classroom teachers

- Should be familiar with the Excellent Pupils in their classes
- Plan for enrichment and challenge routinely within lessons
- Track the progress made by Excellent Pupils in their classes
- Contribute examples of Excellent Pupil work
- Assist with the planning and implementation of subject-related and cross-curricular EPP events

Heads of Faculties

- Should be familiar with the Excellent Pupils in their subject areas
- Schedule opportunities to discuss EPP pupil progress in regular faculty meetings
- Ensure data collection enabling tracking of EPP pupil progress in their subject areas
- Monitor the provision for EPP pupils during Faculty lesson observations

- Support Subject Leaders in planning subject-related and cross-curricular events
- Plan and implement Faculty-related and/or cross-curricular events (e.g. talks, workshops, trips, etc.)

Subject Leaders

- Should be familiar with the Excellent Pupils in their subject area
- Create and monitor the departmental strategy for Excellent Pupil provision
- Update the departmental strategy for Excellent Pupil provision within the departmental handbook
- Monitor provision for Excellent Pupils during departmental lesson observations
- Track the progress made by Excellent Pupils in their subject area
- Provide EPP pupil work when requested by the Head of Faculty.
- Plan and implement subject-related Excellent Pupil events (e.g. talks, workshops, trips, etc.) and assists with the planning and implementation of cross-curricular events
- Familiar with the Excellent Pupils in their tutor group
- Oversee the completion of Excellent Pupil profiles .
- Support and encourage tutee engagement in subjects and subject-related events
- Refer pupil to EPP Coordinator where pupil would benefit from more individual attention

The EPP Coordinator

- Is familiar with all Excellent Pupils
- Organises regular 'Aspire' meetings for EPP pupils with three or more nominations (including a baseline score of 120+), to enable beyond-curriculum stretch/challenge, and to help foster group cohesion and an ethos of Excellence
- Meets annually with each EPP pupil, and more regularly where a tutor or subject teacher identifies a need for more frequent meetings. The purpose of this meeting will be to review the pupil's attainment, their engagement with and enjoyment of learning, and to ensure that their needs are being met and interests catered for.
- Creates individual support plans where an EPP pupil may be struggling, in coordination with Head of School and/or subject teacher and/or tutor.

- Monitors provision for Excellent Pupils during lesson observations
- Tracks the progress made by Excellent Pupils
- Delivers relevant whole-school training on EPP provision
- Works with classroom teachers to support their enrichment of lessons

Appendix B2 - Differentiation

In aiming to stretch EPP pupils, teachers will use a personalised approach to differentiation, using their knowledge of each child's abilities, knowledge and character to inform their approach. In doing so the subject teacher may design work that promotes the following attributes, which is a guide rather than an exhaustive list of approaches:

- a high degree of subject knowledge
- understanding of how to plan classwork and homework in order to increase the pace, breadth or depth of the coverage of the subject
- the capacity to envisage and organise unusual projects and approaches which catch pupils' attention and make them want to explore the topic
- the use of tasks which help pupils to develop perseverance and independence in learning through their own research or investigation, while ensuring that they have the necessary knowledge and skills to tackle the work effectively on their own
- the use of demanding resources which help pupils to engage with difficult or complex ideas
- the use of ICT to extend and enhance pupils' work and the opportunity to present the outcomes to others
- the ability to deploy high-level teaching skills in defining expectations, creating a positive classroom climate for enquiry, asking probing questions, managing time and resources, and assessing progress through the lesson
- the confidence to try out new ideas, to take risks and to be prepared to respond to leads which look most likely to develop higher levels of thinking by pupils

Section C: English as an Additional Language (EAL)

1. Preamble

- 1.1 Jubilee House is a multi-cultural and multi-lingual school, with students from all continents represented. Having students from a diverse range of backgrounds within our learning community enhances our learning experience and enriches our knowledge and understanding about the world. The EAL policy exists in order to ensure that we are truly celebrating every individual, and ensuring that EAL students are fulfilled, successful and happy
- 1.2 EAL provision is made through the SEND department, led by the SENCo, and, where applicable, the Modern Foreign Languages (MFL) department.

2. Key Principles

2.1 The Jubilee House Curriculum aims to celebrate every individual through the promotion of Respect, Courage, Perseverance and Excellence. We aim to ensure that these core values are inculcated in students from all linguistic backgrounds, and that they feel fully incorporated within a learning community that operates in accordance with these principles.

2.2 The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

2.3 We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and IELTS support from the EAL tutor to these students;
- developing an understanding of and valuing students' home languages;
- using visual and auditory resources;
- assessing students with EAL to establish their needs and progress;
- liaising with the SENDCo in identifying students who may additionally have SEND.

3. Aims and Objectives

3.1 The aims of our EAL provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

4. Success Criteria:

4.1 Our success will be determined by the extent to which we achieve:

- high standards of EAL training and curriculum content for EAL students;
- good leadership and management of EAL;
- students with EAL are sufficiently challenged and supported so they can reach their potential;
- support takes account of students at the early stage of language learning; support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson;
- the offered curriculum is relevant and sensitive; the Senior Leadership Team (SLT) is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students;
- links with parents are good.

5. Identification of EAL needs:

5.1 EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and parents take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through individual meetings with the SENCo where appropriate (e.g. where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

5.2 Parents/Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support.

5.3 Once the students have been identified and assessed, the SENCo will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

6. Provision for Learning Needs

6.1 The SENDCos will respond to any SEND that an EAL pupil may have. Communication with the parents and the pupil will be conducted first, to identify any difficulties in their mother tongue. Comparisons between mother tongue and English may be made, if they are at stage 3 or below on the EAL list.

Students with EAL will be differentiated for, in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

6.2 Details of how teachers take action to help students who are learning English as an additional language are set down in Appendix C1

7. Assessment for learning

- 7.1 EAL pupils may be entitled to 10% extra time in GCSE examinations only, if they have been a resident in the U.K. for 3 years or less, and they had not been previously educated in English. EAL pupils are all entitled to use a bilingual dictionary, and they are entitled to the 10% extra time if it is their normal way of working, due to evidence gathered that using the dictionary slows them down.
- 7.2 'A' level pupils are not entitled to 10% extra time at all, though they are allowed to use a bilingual dictionary.
- 7.3 The dictionaries used for formal examinations must be kept in school at all times and regularly checked by the examinations officer.

8. Home-school links

8.1 We utilise home-school links to:

- welcome parents/guardians into school;
- communicate with and involve parents in their students' learning and
- promote a multi-cultural understanding in school.

8.2 The school is aware of obstacles to communication that may arise for some students and families with EAL and knows where to seek advice and support to overcome these.

9. Professional development

- 9.1 All staff are provided with opportunities for training on EAL through the SENDCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Appendix C1 – Strategies Adopted by Teachers

Teachers help EAL pupils by various means including:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non-EAL students;
- providing advice and training for staff members;
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations.
- Time spent with Native Language Assistants in one on one or small group sessions

Use of ICT

ICT is a central resource for learning in all areas at Jubilee House and is used when relevant for meeting the needs of EAL students.

Resources

Staff working with EAL students can receive training from the SENDCo in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support Learning Development including EAL. If teachers do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

Provision for Learning Needs within Modern Foreign Languages (MFL) lessons

We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of students as Bilingual Learners as they live in two or more languages. Bilingual students are those who have 'access to more than one language in normal and natural ways in their daily lives.'

Within language lessons we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict student leaning. We will aim that through their lessons in French and Spanish, knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of metalinguistic awareness as well as greater cognitive capacity for language as a system. Bilingual students often demonstrate higher levels of self-confidence as they function in different cultures and social groups.

If a student is bilingual French or Spanish, they will be given access to an EPP booklet for regular extension within the classroom. Additional EAL resources tailored to their precise abilities and needs will also be made regularly available. The opportunity to sit qualification examinations (e.g. GCSE, A-level) in their native tongue will be arranged wherever possible, and the teacher can provide advice and guidance on obtaining tuition in languages outside school. Furthermore, the teacher will endeavour to allocate time, where possible, to one on one or small group sessions with bilingual students with Native Language Assistants alongside the option of an after school club delivered by the assistants aimed specifically for bilingual speakers of the appropriate language.

Effective EAL support

The additional support beyond the classroom, available through the SEND department will take following form:

Key Stage 4

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons in preparation for the First Certificate in English or the Cambridge Preliminary English Test.

Key Stage 5

Sixth formers are recommended two lessons of EAL a week during their study periods.

The EAL Tutor can be available as additional support.

Appendix D – Reasonable Adjustments Guidance

1. Preamble
 - 1.1 Jubilee House is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that pupils and applicants with special educational needs and/or disabilities (SEND) are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.
 - 1.2 We are also concerned to ensure that applicants with special educational needs are treated fairly and appropriately.
 - 1.3 The school therefore seeks to cater for every situation. It is intended as a general statement of our policy setting out the principles underlying our approach to making adjustments for disabled pupils and for those with special educational needs and the factors which the school will take into account when considering requests for adjustments.
2. When does the duty arise?
 - 2.1 We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities.
 - 2.2 A pupil or applicant is disabled if s/he suffers from a physical or other impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities or learning.
3. What is the scope of the duty?
 - 3.1 The school seeks to ensure that pupils and applicants with SEND are not put at a substantial disadvantage by making reasonable adjustments:
 - to our policies, criteria and practices, i.e. the way we do things; and
 - by providing auxiliary aids and services, i.e. additional support or assistance.
 - 3.2 There is no standard definition of an auxiliary aid or service. Examples include:
 - pieces of equipment;
 - extra staff assistance;
 - note-taking;
 - induction loops;
 - audio-visual fire alarms;
 - readers; and
 - assistance with guiding.
4. What is not covered?
 - 4.1 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for pupils with SEND.
 - 4.2 Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

6. How do I request an adjustment?

6.1 The school prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

6.2 If your child is disabled and you believe that s/he is being put at a substantial disadvantage compared with pupils without SEND and there is an adjustment that we could make which would overcome this, you may write to the Head setting out in full the adjustment requested and (if necessary) how the school could put this into practice.

7. The school's response

7.1 In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible.

7.2 In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

8. How will the school decide whether an adjustment is reasonable?

8.1 When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether or not it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether or not it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

9. Confidentiality

9.1 You (or your child if the school believes s/he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school.

9.2 We will take any such request into account when considering whether or not an adjustment is reasonable.

10. Outcome

10.1 Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

10.2 If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.