



ST MARY'S CALNE

SEND, LEARNING SUPPORT AND EAL POLICY

Introduction

St Mary's Calne is committed to offering a curriculum that meets the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). The school commits to full entitlement and access for pupils with statements and SENDs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem and to stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.

The School will do its best to meet the needs of each pupil within the resources available. This policy seeks to inform teaching and learning throughout the school as well as ensuring that provision is made for pupils with SEND. Provision for pupils with SEND is a matter for the school's governors, the Head, the Head of Learning Support, and all members of the teaching staff. St Mary's Calne is committed to a fully inclusive approach to SEND.

The school aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014. As an independent school, the School does not have a statutory obligation to comply with the Code of Practice.

St Mary's Calne is an independent day and boarding school for girls from 11-18 years, Entrance is through entrance examinations, Common Entrance results, GCSE scores, reference from current school, other examination and test scores and interviews. EAL speakers (English as an Additional Language) may have additional tests to determine their understanding and usage of the English language. The school's curriculum is more suited to the needs of the more able pupil; nevertheless, there are some students with mild/moderate Specific Learning Difficulties including mild/moderate dyslexia, mild/moderate dyspraxia, mild attention deficit and hyperactive disorder and mild communication disorders including mild autistic spectrum disorders. If a girl has an EHC plan, appropriate measures will be put in place to ensure she can access the curriculum as fully as possible.

N.B. Although St. Mary's recognises that the definition of "Learning Difficulty" does not apply to girls whose main language at home is not English (EAL), the girls who are receiving additional help are under the umbrella of the Learning Support Department.

St Mary's Calne undertakes to make reasonable steps to ensure equal access for all pupils to all areas of school life, within what can be reasonably provided given the resources of the School, including: the financial cost of making the adjustment, making the adjustment practicable and effective; the effect of the disability on the pupil; Health and Safety requirements; the need to maintain academic, musical, sporting and other standards; and the interests of the other pupils and prospective pupils.

Definition of SEN:

A child has 'Special Educational Needs' if she has a learning difficulty, which calls for special educational provision to be made for her.

A child has a 'learning difficulty' if

- i) She has a significantly greater difficulty in learning than the majority of children of her age – ie she has a report from an Educational Psychologist showing that she has below average scores in literacy, numeracy, processing speed or working memory. Her learning difficulty is likely to be such that she would meet current JCQ criteria for extra time in exams. Mild specific learning difficulties do not automatically equate to a 'learning difficulty'; however the School recognises that pupils with specific learning difficulties may at various key stages in the education need support to develop their study skills within the context of an academically selective school.
- ii) She has a disability which either prevents or hinders her from make use of the education facilities of a sort normally provided for children of her age in mainstream schools with the area of the local authority.

Definition of Disability:

A person has a disability if:

- i) They have a physical or mental impairment, and
- ii) The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the Head of Admissions any reasonable adjustments that would need to be put into place, well in advance of application for a place at the school.

Aims and Objectives:

- To implement good practice in compliance with current legislation.
- To anticipate and meet the needs of those pupils identified as having SEND/ EAL.
- To ensure that no pupil is discriminated against, in any areas of school life, on the basis of SEND.
- To ensure that wherever possible reasonable steps are taken to ensure equal access to learning, regardless of SEND.
- To identify, at the earliest opportunity, any pupil who may have SEND.
- To ensure that all pupils' records include information relating to their SEND.
- To ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of all staff.
- To conduct regular reviews of the pupils' progress.
- To work in partnership with parents and tutors at all stages.
- To provide support for teachers so that they can make reasonable adjustments for the individual learning needs of pupils.

Identification:

The process starts with consideration of transfer documents of new girls and, if necessary, further consultation with previous schools. All new Fourth Form girls are given a series of Screening Tests which are used in the process of identification of pupils needing support. Teaching staff observe Lower Four classes and refer any pupils causing concern to the Head of Learning Support. The Learning Support referral procedure will then be adopted. Specific requests for support are also considered from parents and teachers. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far is possible within the limits of available resources.

Organisation:

Some pupils will be withdrawn for individual help in the Learning Support area and will also receive targeted help in the classroom; subject staff will be advised by the Head of Learning support, of suitable classroom strategies. Some students may only need classroom support and their progress will be regularly reviewed to consider if additional support is needed.

Reviewed by SLT:	SJL
Date of SLT Review:	May 2019 (updated February 2020) October 2021, October 2022
Reviewed by Governors on:	November 2022