



# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **(Senior School)**

*Reviewed February 2021*

1. The Head of Learning Enhancement (HLE) co-ordinates work in this area and meets weekly with the Deputy Head (Academic). There are full time Teaching Assistants who are deployed appropriately by the HLE.
2. The names of those pupils who enter the school with a report from a suitably qualified professional outlining special educational needs will be placed on a Learning Support register maintained by the HLE and regularly updated on the staff shared area of the school network and on SchoolBase.
3. The provision for students with Educational Health and Care Plans will be co-ordinated by the HLE who will ensure that curriculum and pastoral provision is in accordance with the care plan and effectively meets their needs.
4. By careful monitoring of the results of MidYIS tests, reading age tests and entrance examination tests, teaching observations and assessment data, the Deputy Head (Academic), Deputy Head (Pastoral) and HLE will identify other pupils who may have special educational needs. Appropriate support will be put in place. Should the needs of a pupil necessitate further testing, parents will be notified.
5. Teaching staff should refer any pupils about whom they have concerns to the HLE in order that further monitoring and assessment of SEND can take place, and the appropriate support measures be put in place.
6. Pupils on the list will be offered help in one or more of the following forms:
  - Sessions at lunch times organised by the HLE and subject teachers
  - Withdrawal from agreed subjects to receive intensive support.
  - In class support for certain lessons given by the HLE or teaching assistants
  - Differentiation of class materials
  - After-school drop in opportunities with the HLE or TA's
  - Access to software assisting with word processing
  - Opportunity to use a word processor to present work or take notes (laptops used in school must be purchased and maintained by parents and no responsibility is taken by the school for loss or damage)

In addition the HLE will formulate provision for those pupils whose needs fall beyond that of the regular classroom.

7. Access arrangements such as 25% extra time for the entrance examination and in all external examinations will be allowed for pupils who have been assessed by a qualified professional and who have documentation to attest to this. In internal examinations an additional 25% extra time will also be allowed. The HLE is qualified to test pupils for access arrangements and produce reports for the awarding bodies.
8. It is incumbent on all teaching staff to avoid disadvantaging pupils with special educational needs any way. They should know which pupils are on the Learning Support register and should be aware of the advice given by the HLE. For this purpose the HLE disseminates advice, publishes suitable resources and files on the staff shared area of the school network, addresses new or training staff, talks with individual members of staff and addresses staff meetings from time to time.
9. While parents are welcome to seek professional educational assessment beyond that offered by the school, it must be noted that the recommendations in such reports are not always appropriate or possible to implement within a selective schooling environment and QEH reserves the right not to implement recommendations deemed unreasonable.