EFFINGHAM
ST TERESA'S • SIXTH FORM

St Teresa's School and Effingham Sixth Form

Special Educational Needs and Disability (SEND) Policy

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Contents

Aims 3

Context 3

Definition of Special Educational Needs and Disabilities 4

Identification, Assessment and Consideration of SEND 5

Paths to identification: 5

Identifying Academic Needs (Social Communication and Cognition & Learning): 6

Identifying Pastoral needs (Social, Emotional and Mental Health): 7

Identifying Sensory needs (Sensory and/or Physical) 8

Assessment 8

Support for SEND 10

High Quality Teaching for All 10

Ordinarily Available Support for SEND pupils – Different from most students 10

Monitoring and Evaluation of Teaching and Learning within the Learning Support department 11

Adaptations to the School's Behaviour, Awards and Sanctions Policy for SEND pupils 13

Pupils with, or needing, an Education Health and Care plan 14

Working with Parents-Carers 15

Curriculum 15

Modern Foreign Languages and SEND 17

Temporary or long-term disabilities sustained whilst a student at St Teresa's 17

External Examinations and Exam Access Arrangements 18

Effectiveness of SEN provision 20

English as an Additional Language (EAL) 21

Equality & Diversity of SEND provision 21

Local Offer 22

General Data Protection Regulation (GDPR) 22

Accessibility 22

Appendix 1 - St Teresa's Provision Map 24

Appendix 2 – Learning Support Lessons Policy 28

Appendix 3 - High Quality Teaching – 'Five-a-day' principle 31

Aims

The School aims to:

1. Enable pupils with Special Educational Needs (SEND) to reach their personal academic potential; to be happy and to feel safe in school.

2. Identify those pupils who may be experiencing a learning difficulty or other neurodivergence which is preventing them from making the progress appropriate to their potential in the academic, extra-curricular or social spheres.

3. Provide appropriate assessment, either from within the Learning Support Department or by outside agencies, of pupils who may be experiencing learning difficulties.

4. Deliver High Quality Teaching in our mainstream classes which offers and encourages a range of supportive strategies, tailored to the individual needs of pupils with SEND, that will enable pupils with such needs to participate as fully and independently as possible in a broad and balanced curriculum.

5. Promote amongst all members of the School community:

- a "can do" approach to SEND and those who experience it
- awareness of the challenges but a celebration of the strengths of neurodivergence
- understanding of the nature of the various types of learning difficulty
- knowledge of the means by which pupils who may experience such a difficulty can best be supported, both inside and outside the classroom

6. Promote an environment in which pupils with SEND are fully integrated and supported within the School community

7. Work closely with parents and outside agencies to support the interests, success and wellbeing of pupils with SEND

8. Involve young people with SEND as fully as possible and appropriate in decisions regarding their education.

Context

The **Special Educational Needs and Disability Code of Practice (0-25 years) 2015** requires independent schools to "have regard to the Code of Practice." This means that whenever we are taking decisions, we must consider what the Code says. We must try to fulfil our duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must endeavor to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our duty to have regard to

the Code. Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and make reasonable adjustments for them where possible.

Definition of Special Educational Needs and Disabilities

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

There are four broad areas of SEND identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is:

"… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. It can also include Dyslexia, ADHD, underlying language difficulty and Autism if significant enough. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the reasonable adjustments, they will additionally be covered by the SEND definition. In addition, we support pupils with medical conditions using guidance from the Children's and Families Act (2014), although this is largely overseen through our School Nursing team and, where relevant, in communication/collaboration with the Pastoral team and Learning Support team.

Identification, Assessment and Consideration of SEND

St Teresas have a strategic and proactive approach to identifying need detailed below.

Our graduated response is broadly, as follows (**a more detailed Provision Map is found in Appendix 1**) but the criteria for escalation of support is dependent on the age and stage of the pupil as well as the school which they attend (Prep /Senior):

High Quality Teaching for SEND promoting inclusion	Ordinarily Available Provision (SEND) - Additional/Different from most students	Support for more complex needs, including those with an EHCP
• The 'Five-a-day' principle, (EEF Appendix 3) ★ Explicit Instruction ★ Cognitive and metacognitive strategies ★ Scaffolding ★ Flexible grouping ★ Using technology • CPD for all staff	Support interventions evaluated using Assess, Plan, Do, Review cycle with Learning Support Plans In-class support TA support where applicable and available Exam Access Arrangements Pupil Passports	Individualised/ Personalised Learning support plan in conjunction with Pastoral and Academic teams EP/OT/SALT regular advice and involvement EHCP, Annual Reviews Support in accordance with school-based decisions by the head teacher and SLT

Paths to identification:

- Existing evidence e.g. reports of assessment by an Educational Psychologist (EP) or other professional, submitted by parents at the time of registration at St Teresas.
- Teacher concern – All teaching staff are advised to identify SEND and will complete a referral form which alerts the SENCO to their concern which might be triggered by teachers noticing a discrepancy between a pupil's ability and attainment and a pupil not making progress despite high quality teaching. Concerns are also based on monitoring progress throughout the school and identifying any pupil underachievement through internal assessment systems and termly progress reviews.
- Learning Support conducts LUCID GL Ready Dyslexia Screener for all Year 7 pupils to highlight any possible underlying difficulties.
- Comment or statement of concern by parents-carers.
- Self-referral by pupil direct to teacher or SENCO.

Identifying Academic Needs (Social Communication and Cognition & Learning):

Identification is through:

- baseline cognitive assessment at strategic points within a pupil's time at the School screening tests.
- tracking and monitoring of performance throughout school life using: School assessment systems including examination performance and scrutiny of data.
- regular progress reviews.
- referrals from teachers, parents or pupils' self-referrals.

In response to the outcomes from the screening tests, the SENCO may suggest the need for external specialist assessments due to the level of needs identified. The SENCO can recommend external practitioners who can carry out a full educational assessment with a detailed report at a separate cost. In line with the recommendations of the Joint Council of Qualifications (JCQ) the School reserves its right not to accept an external diagnostic report by someone unknown to the school, or without the proper qualifications or a practising certificate. However, in such a case the School may carry out its own screening testing to investigate the presence of any condition which may impede academic progress or refer on to practitioners who have an established relationship with the school. Additional screening by the School is carried out for pupils in Year Nine upwards for public examination evidence.

Where an individual screening is agreed following evidence gathered, a pupil's screening test data will be shared with parents through a written report. The outcomes will also be shared with the pupil's teacher(s) through our databases. At the point of assessment, the SENCO will decide how to categorise the pupil's needs, as summarised below:

Stage 1 Monitor High Quality Teaching	Stage 2 Ordinarily Available Provision for SEND	Stage 3 Support for more complex needs including EHCP
The pupil has **no** standardised scores below 84 in the areas of literacy or cognitive processing and presents with no areas of need but staff have been asked to monitor their presentation and provide support where needed. Their needs can be met through High Quality Teaching	The pupil has one or two standardised scores at/below 84 in the areas of literacy or cognitive processing; **or** the pupil has several standardised scores at/below 84 in the areas of literacy or cognitive processing; some may be below 70. Their needs can be met through High Quality Teaching and may need Ordinarily Available Provision (SEND Support). Full diagnostic assessments would be needed from an Educational Psychologist; or Specialist Teacher	The pupil's literacy and cognitive processing needs are at Amber **and** their pastoral needs are also elevated, demonstrated by high levels of behaviour points, poor attendance patterns, deteriorating mental health or safeguarding concerns, such that the pupil's learning and wellbeing is of significant concern. In addition to High Quality Teaching and Ordinarily Available Provision, a more individual approach is required in depth, in conjunction with the Pastoral/safeguarding Team, to assess, plan, carry out and review the School's support provision. A pupil with an Education, Health and Care Plan (EHCP) or who is undergoing an assessment for an EHCP, would be considered to have Significant needs.

Identifying Pastoral needs (Social, Emotional and Mental Health):

Although the new Code of Practice includes significant and substantial mental health issues as SEND, at St Teresas, this will continue to be largely supported by the Pastoral/safeguarding team. As such, the SEND Policy interweaves with the pastoral policies. The SENCO and Pastoral leads (e.g. Deputy Head (Pastoral) and Heads of Year/Section) consult regularly to help prevent such a condition impacting significantly

upon academic progress. In the prep schools the Headteacher works in conjunction with the Pastoral lead and together SEMH (Social, Educational and Mental Health) support is planned. In some cases the Emotional Literacy Support Assistant (ELSA) offers social skills intervention groups for those children with higher levels of social, emotional or mental health needs, as part of our Ordinarily Available Provision or individual counselling with one of the School's counsellors is recommended.

Identifying Sensory needs (Sensory and/or Physical)

Pupils with physical disabilities are often already identified by parents-carers and health professionals prior to joining the School. Occasionally a pupil may become disabled during their time at St Teresas. The School will endeavor to support these needs as far as it possibly can, as identified and advised by their healthcare practitioner or consultant. Where the physical need may require accessibility changes to the School site, it is important to check with the Accessibility Plan to see whether these needs can be accommodated due to the nature of the School buildings. Pupils may experience sensory difficulties throughout their time at school. These may develop over time, or they may be present from an early age. The School will endeavor to support these needs where the need is interfering with the child's ability to manage a normal school day, particularly over an extended period of time. The SENCO may on occasion include a sensory screening checklist as part of their screening assessment battery in order to unpick how a student might be struggling and find discrete and supportive approaches to help the child's sensory difficulties to be better managed in school where possible.

Assessment

a) Initial Assessment

At this point, the pupil will be referred to the SENCO who will consult the pupil's Head of Year, classroom teachers and, where appropriate, parents. Classroom observations are carried out by the SENCO where appropriate. Two broad types of outcome from this process are possible:

1. **Limited evidence of need**, perhaps from a very limited number of teachers. Here, one or both of the following might be recommended, and the pupil is placed at **Stage 1, Monitoring:**

- a period of monitoring progress
- closer examination of why there appear to be difficulties in one or two particular subjects (possibly followed by appropriate action). The pupil's needs are met through **High Quality Teaching**.

2. **A pattern of need or difficulty across a number subjects**. Here, the SENCO will normally meet the pupil at the earliest reasonable opportunity and discuss with their parents-carers the next best steps.

Further action will involve some or all of the following:

- An individual screening by a school assessor of the pupil's literacy and cognitive profile. This takes at least an hour to administer. It may also be recommended that arrangements be made for a pupil's sight and hearing to be tested.
- Where scores from the screening fall within the **Stage 2, Amber category**. The pupil is included on the Specific Learning Needs Register with recommendations for teaching and learning, and will have exam access arrangements.
- Suggestions to/consultation with colleagues on how best to further the progress of the pupil using High Quality Teaching and short-term interventions by the subject teachers as part of Ordinarily Available Provision including possible individual/group Learning Support lessons with a Learning Support Plan written with the pupil and shared with parent-carer and teachers. Learning Support lessons are paid for by parents.
- A Pupil Passport may also be written with the pupil to help identify challenges in their everyday learning and best practice to support them in lessons. These also help pupils to self-advocate and take responsibility for their independent learning.

b) Further assessment

Following a screening, further diagnostic assessment is recommended usually by one of the following:

- Specialist Teacher
- Educational Psychologist

Parents-carers will need to get a **full diagnostic assessment with an Educational Psychologist or Specialist Teacher** which is paid for by the parents-carers. These assessments will provide the pupil and school a fuller understanding of their strengths and challenges as well as their underlying ability. Other recommendations for assessment by a suitable professional include: Speech and Language Therapist; Occupational Therapist; Optometrist; Clinical Psychologist or Pediatrician (where ADHD or autistic spectrum condition are strongly evidenced and suspected and impacting on the pupil's everyday learning).

Support for SEND

The School's SEND Provision Map is found in Appendix 1 which details the support for all four areas of SEND at St Teresas at the three main levels of need.

High Quality Teaching for All

Aims:

We believe that High Quality Teaching underpins the everyday pedagogical practice at St Teresas and is paramount to the School's support for all pupils including pupils with SEND.

We achieve this by:

- Ongoing screening including computerised screening of all pupils in Year 7.
- Within class, Form Tutors/ Class Teachers/Subject Teachers may notice discrepancies and refer the pupil to the SENCO.
- Monitoring progress throughout the school and identifying any pupil underachievement through internal assessment systems and termly progress reviews.
- Ensuring that pupils who move through transition stages do so smoothly through sharing of information and liaison with key staff and parent-carer.
- Further investigation of strengths and challenges of those pupils identified as having areas of difficulty through observation, testing and assessment and regular liaison with the SENCO.
- Training all teachers in effective classroom strategies for the needs of those pupils identified as having areas of difficulty.
- Sharing good practice through peer observations.
- Working as part of the Pastoral team and with the Safeguarding team.
- Sharing appropriate information with class teachers such as the Specific Learning Needs Register, Access Arrangements, Pupil Passports, Learning Support Plans.
- Regular and appropriately targeted training and professional development.
- Provision of a graduated response to need which endeavors to provide an appropriate level of support

Ordinarily Available Support for SEND pupils – Different from most students

St Teresa's is committed to supporting the needs of pupils with SEND with specialist interventions:

- Learning Support lessons are weekly and arranged with teachers and parent-carer to ensure the best possible time. For some pupils a more flexible as-need-arises approach is taken, with pupils in the Sixth Form encouraged to make their own arrangements with the department.
- For some pupils, short-term support will be sufficient whilst for others support will be ongoing and reflect the pupil's changing needs. Exit criteria will be determined by the Learning Support teacher, SENCO and subject teacher, along with the pupil and parent-carer, and will take into consideration not only the pupil's progress but also their self-esteem.
- At the Prep school, LS lessons focus heavily on phonics, basic literacy and numeracy and delivered through Literacy and Maths groups. In the Senior School, the main focus in KS3 will be on improving aspects of basic skills: literacy, numeracy, memory, cognitive skills. For older pupils the focus will predominantly be on specific subject support, study skills, revision skills and examination strategies. The content of all sessions is closely linked with classwork wherever possible.
- Learning Support teachers work closely with the subject teachers and Heads of Year.
- The Learning Support Lesson Policy (Appendix 2) requests that any absence is communicated in advance.

Monitoring and Evaluation of Teaching and Learning within the Learning Support department

The nature of the work we do in the department is not always measurable in a quantifiable way because of the wide range and nature of difficulties and the individual rate of progress. However, we can monitor our success and efficiency by adhering to the following in a cycle of ASSESS-PLAN-DO-REVIEW, which may include some or any of the following:

For pupils attending sessions:

In the short term:

- through the maintenance of accurate and up to date records.
- setting SMART targets.
- evaluating progress.
- monitoring pupil attendance.
- assessing pupils' attitude.
- evaluating feedback from subject teachers/parents/pupils.
- observation of LS pupils in the classroom.

In the medium term:

- assessing whether SMART targets have been achieved through data analysis of pupil achievement.
- comparing performance in Learning Support with grades/reports/exam results.
- Check pupils' workbooks for transference of skills.

In the long term:

- assessing whether aims have been achieved.
- comparing screening results with Entrance Examination Results, MIDYIS, YELLIS and eventual GCSE performance.
- increased awareness, knowledge & understanding of whole staff in relation to SEND.
- Analysis of inspection reports.

Annually during the summer term:

- Evaluate the year's progress within sessions (through individual lesson plan evaluations and testing) and, after consultation with subject teachers, scrutiny of data, grades, reports, make recommendations to parents for next course of action (i.e. continue/discontinue sessions, recommend extra time for examinations, assessment, optometrist, doctor etc.)
- Track progress across curriculum through subject reports and examination results using iSAMS and pastorally through liaison with Class Teacher, Subject Teacher and Head of Year using CPOMS. Review and amend provision map accordingly. Recommend cessation of individual sessions if appropriate but continue to monitor.
- Check with Class Teachers, Heads of Department to see that teachers are using information from LS properly to personalise learning or differentiate lessons.
- Questionnaire/discussion with students about the individual tuition and provision in classroom.
- Checking effective classroom practice by subject teachers through liaison with HOFs, HODs and SENCO.
- Review development plan and determine if overall targets have been achieved.

<u>Monitoring of SEND pupils who do not attend Learning Support:</u>

- Monitoring grades and Attitude to Learning using CPOMS and SEND/PASTORAL tracker.

- Reviewing reports on iSAMS and through regular liaison with Heads of Year and Head of Pastoral.
- Monitoring performance in examinations through discussions with invigilators & subject teachers.
- Checking effective classroom practice by subject teachers through liaison with HODs, LS links and observation i.e. checking that advice via SLN list and provision map is effective, if necessary.

Adaptations to the School's Behaviour, Awards and Sanctions Policy for SEND pupils

The School will actively consider equality and SEND needs by ensuring that disciplinary actions are tailored to individual pupils' abilities or needs, taking into account any disabilities or special educational needs, and avoiding a one-size-fits-all approach that could unfairly disadvantage pupils with SEND; this means making reasonable adjustments to support their learning and behaviour management strategies, while still maintaining high expectations for all students.

Pupils who have SEND or other specific needs may receive adaptations to this policy by:

- Individualised approach:

This behaviour policy should not apply sanctions uniformly, but instead consider the specific needs of each student with SEND, including their communication methods, triggers, and potential challenges related to their disability.

- Reasonable adjustments:

The School may implement reasonable adjustments for students with SEND, which could include modified expectations, visual aids, verbal cues, or altered classroom environments to help them manage their behaviour.

- Positive reinforcement:

Focus on positive reinforcement strategies like praise, rewards, and clear expectations to encourage appropriate behaviour, especially for students with SEND who might struggle with traditional disciplinary methods. This will be tracked through e.g. Positive report cards

- Collaboration with professionals:

Regular communication with parents, SEND specialists, and other professionals is crucial to fully understand a student's needs and develop effective behaviour management plans.

- Early intervention:

Identify potential behavioural issues early and provide proactive support to prevent escalation, especially for students with SEND.

- Sensory needs:

Consider the sensory needs of students with SEND when managing behaviour, providing calming spaces or strategies if needed e.g. Time out breaks.

- Communication adaptations:

Use visual aids, simplified language, and other communication methods to ensure students with SEND understand expectations and consequences.

- Review and monitoring:

Regularly review the effectiveness of behaviour interventions for students with SEND and adjust strategies as needed.

Pupils with, or needing, an Education Health and Care plan

An Education Health and Care Plan (EHCP) is for children and young people aged up to 25 years old, who need more support to access education than is ordinarily available within the current fee structure. Although St Teresa's does not have pupils with EHCPs on roll at the moment, we welcome applications from families whose child has an EHCP.

External Admissions into the School: A pupil who may wish to attend who already has an EHCP will need to liaise with both the Local Authority and the School in terms of our Admissions processes. In brief, any pupil with an EHCP will need to pass our Entrance Tests and attend an interview with the relevant members of staff, prior to us completing a quotation to the Local Authority with our response as to whether we can meet the pupil's need. Should we feel that we can meet the needs of the pupil, and make provision outlined in Section F of the EHCP, we then await Local Authority agreement to place a child with us before we can begin any transition processes to accept them on roll. All parents-carers will need to liaise directly with the LA regarding their agreement to fund the support required for St Teresa's to meet need. Please refer to our Admissions Policy for further detail around the Entrance Testing procedure and criteria for Admissions.

Making an Education Health & Care Plan Needs Assessment Application for a pupil already on roll: Following a period of interventions within the Green and Amber levels of support and is accessing the Red level of support where appropriate, a pupil may need additional support greater than that which is already available within our current school provision without additional funding.

If the School's view is that a pupil's presentation requires more support than is currently ordinarily available, in agreement with parents-carers, we may make a request to the Local Authority to undertake an EHC Needs Assessment. We are required to submit evidence to the Local Authority who then makes a judgement about whether the pupil's needs can continue to be met from the resources normally available to the School, or whether the pupil needs a greater level of provision than that which they are currently accessing. It may be that the pupil needs additional Teaching Assistant support to be able to thrive at school, or it may be that a pupil needs a different setting providing an environment with more specialists available to be able to regularly support a pupil's needs in a smaller setting. The SENCO, Headteacher and Deputy Headteachers of the School will work closely with the parents-carers to ensure this process is centered on the best interests of their daughter at all times. If a parent-carer feels that their child requires more support than is currently ordinarily available, they may make a request to the Local Authority to undertake an EHC Needs Assessment.

Working with Parents-Carers

We value the input, advice and support of parents-carers in establishing meaningful support for pupils in the School. As such, our aim is to closely consult with parents-carers regarding their child's needs at all stages. In addition, parents-carers must share updates and external assessment reports with the SENCO.

Parents-carers are always welcome to request a meeting to discuss their child's learning needs and should feel encouraged to speak with a member of the Learning Support team at Parents Evenings and other school events. As a team, we endeavor to keep parents-carers fully informed of concerns, recommendations and outcomes by reports, emails, telephone consultations and meetings. Parental feedback and views are requested regularly to help us consider and review policies and procedures. If you are interested in sharing your views about any aspect of your experience in relation to SEND, we welcome this and would encourage communication directed to Mrs. Audrey Moncrieffe at a.moncrieffe@st-teresas.com.

Curriculum

All teachers are teachers of children with Special Educational Needs and Disabilities. Every leader is a leader of SEND. All teachers are expected to deliver accessible lessons which enable all students to learn and make progress. This is specifically provided through every teaching staff's commitment to our policy of High Quality Teaching.

Class and subject teachers make regular assessments of progress for all pupils which enables identification of underlying issues. Pupils making less than expected progress given their age and individual circumstances may indicate a learning need.

Progress can be characterized by that which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- fails to match perceived ability with attainment.
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

All teachers at St Teresas should:

- ensure that they have up-to-date knowledge about the implications of the SEND of the pupils on the SEND Register and make their best endeavors to meet the pupils' needs in their classroom teaching. ISAMS, SLN Lists and AA Lists are checked regularly.
- discreetly, but positively, reinforce the learning of pupils on the SEND Register in the classroom, whilst having high expectations of all pupils.

Appropriate action will be taken to ensure that lessons are organised in ways which offer the best possible opportunities for full participation by SEND pupils. Dyslexia friendly practices are in evidence and the use of assistive technology is encouraged e.g. the use of laptops and Read & Write is particularly beneficial to pupils with additional specific learning difficulties like Dyslexia.

In exceptional circumstances, after consultation with parents-carers, subject teachers and the Senior Deputy (Academic), a pupil may be permitted to follow a modified curriculum by discontinuing one of their subjects. In such cases, the pupil may undertake supervised study in place of the subject which has been discontinued, or attend Learning Support for supplementary skills support.

Prospective SEND pupils and their parents should discuss their specific requirements in advance with the SENCO, the Head of the Prep School, Heads of Year and Head of Section to ensure that learning support and other needs are identified and made known to relevant staff.

In very rare instances, it may become apparent that a pupil's learning needs fall below the academic criteria for learning at St Teresa's and that the School is not the appropriate setting for them. We will then discuss with the parents-carers that a transition to a more appropriate setting would be needed. We will support this process with the parents-carers to ensure that this is a smooth and positive transition.

Modern Foreign Languages and SEND

St Teresa's offers a range of Modern Foreign Languages (MFLs) as part of an enriched curriculum. In some circumstances, a pupil with SEND may find it particularly difficult to study a MFL. In the first instance, we refer to the guidance from the British Dyslexia Association who support MFL learning for pupils with Dyslexia:

'*Dyslexia specialists generally agree that dyslexic children should be given the opportunity to learn a foreign language. Many dyslexic children will enjoy the multi-sensory methods of language teaching which involve role play, games, singing and other group activities. Learning a foreign language broadens pupils' horizons as their awareness of other cultures develops.*

It may take longer for dyslexic learners to learn a foreign language and they may experience similar difficulties as they did when learning to read and write in English. They may also experience difficulties in areas such as speed of information processing, word retrieval and short-term memory.'

https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/modern-foreign-languages

French is introduced in the Prep school using multisensory methods. French and Spanish are taught In Year 7 and 8, using multisensory methods and learning about their cultures at a light touch level. In both instances, it is expected that pupils attend these lessons. However, should despite High Quality Teaching strategies in MFL lessons a pupil with SEND is struggling to make progress, then we can make reasonable adjustments to their timetable. For example, attending one out of the two MFL subjects. For a small minority of pupils with SEND it may be necessary not to do any MFL.

Temporary or long-term disabilities sustained whilst a student at St Teresa's

The School recognises that not all children with medical conditions will have a disability and not all will have special educational needs.

Children with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. This is overseen and supported by our School Medical team who create an Individual Health Care Plan (IHCP) for the pupil. Others may require monitoring and interventions in emergency circumstances. Children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences.

In supporting children with medical conditions, the School establishes relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils. All appropriate steps will be taken to ensure that a pupil who becomes disabled during his/her time at St Teresa's has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career. Much of our site is wheelchair friendly and where it is safe to do so, students will be supported to access a lesson with their peers.

In all cases, where a child has a disability (temporary- or long-term) which affects their speed, safety or well-being during an emergency evacuation procedure, an emergency evacuation plan is drawn up by the School Medical team in collaboration with the Head of Section and SENCO.

External Examinations and Exam Access Arrangements

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with Special Educational Needs, Disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of Access Arrangements include extra time, using a reading pen, typing, and rest breaks. Please see Word Processor Policy Exams for information on typing in exams.

An assessment for Access Arrangements will be offered to pupils in Year Nine upwards, who are known to the Learning Support department and already have a diagnostic report. These tests are carried out by a Level 7 Access Arrangements Assessor within the Learning Support department. A range of assessment scores are collected, which contribute to confirming the School's judgements, and which enable us to make an application of our recommendations to the Joint Council for Qualifications (JCQ). It is the JCQ who make the final decision as to whether they will allow the candidate to use a particular Access Arrangement. As part of our identification process, an individual screening of a pupil's needs where there is sufficient teacher evidence, may also highlight the need for exam

access arrangements. Without prior identification, parents will need to arrange for a diagnostic assessment with an Educational Psychologist, Pediatric Psychologist or Specialist Teacher.

Parents-carers can request that the School takes into consideration an external assessment report when reviewing whether a pupil may be eligible for Access Arrangements. There are a number of non-negotiable factors set out by the JCQ which the School cannot ignore or override when considering the validity of an external assessment. The following criteria must be met:

- That the assessment has not taken place before the start of Year Nine.
- That the assessor's qualifications are recognised by JCQ as appropriate for the purposes of Access Arrangements assessment, e.g. Assessment Practising Certificate (APC) or Level 7.
- That the assessor has been in touch with the SENCO before carrying out the assessment so that the relevant sections of the Form 8 can be completed and shared prior to assessment.
- That where the recommendation for an Access Arrangement comes from a medical professional, e.g. a Consultant or Pediatrician, this can only be considered if the School observes this need in the pupil when they are at school. For example, if a pupil has a diagnosis of Autism but does not need to use extra time as a normal way of working, additional time in an examination will not be permitted by JCQ and therefore cannot be requested by the School.

How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes or it is an arrangement that is not required based on the evidence in their everyday learning. The School determines the final Access Arrangements to be submitted to JCQ.

The SENCO gathers a range of evidence:

- knowledge of whether the pupil has substantial and long-term difficulties/disabilities, through a history of need.
- teacher feedback from assessments, class tests and examinations, class work, as to what is the pupil's 'normal way of working'.
- diagnostic assessments e.g. educational psychologists' reports or medical reports. These must fulfil the demands specified in the 'Adjustments for candidates with disabilities and learning disabilities' produced annually by the Joint Council for Qualifications (JCQ).

- school-based cognitive assessments, carried out by a Level 7 specialist assessor, which evidence a difficulty.

Where a pupil does not need/want/use their existing exam Access Arrangement as part of their 'normal way of working', then this exam AA will cease. In accordance with the School's Examinations Policy, Access Arrangement requirements must be submitted to the Examinations Office, by the February before the Summer examination session. Any request for a change to Access Arrangements may not be accommodated after this time, even if the above criteria are met.

Effectiveness of SEN provision

Together, the SENCO, the Deputy Heads, Pastoral Support team, Curriculum Leadership team and HODs have overall responsibility for assessment and tracking, which enables them to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling every child to achieve well.

Pupils who receive Learning Support tuition have a Learning Support Plan which is reviewed termly in the Prep school and bi-annually in the Senior school, although this may be termly depending on the needs of the pupil. Their needs are assessed regularly.

Every pupil is involved in setting and reviewing their individual targets. Parents-carers are kept informed via direct communication, through parents' evenings and School Reports.

The SLT, HODs and SENCO are jointly responsible for monitoring the quality of SEND provision. This is assessed through the performance management system and through policy and practice reviews in response to other factors such as current research findings, the needs of the School and the professional views of the team.

The School uses its best endeavors to evaluate the success of its provision, including: consultation with HODs, subject teachers, tutors and pastoral leads regarding the outcomes and recommendations of Learning Support, through grades, observations, individual assessments and examination results. As well as consultation with and involvement of parents-carers and pupils.

In evaluating the success of Learning Support provision, the SENCO and Learning Support team is able to refer to the following:

- Student voice.
- The numbers and patterns of pupils referred to Learning Support.
- The range of needs addressed, and the range of support put in place.
- The involvement of teachers and outside agencies.

- The notes on iSAMS, CPOMS and Tracker recorded over time about a student.
- Progress made on Learning Support Plan targets agreed with the pupil.
- Lesson observations and feedback on SEND provision.
- Records of meetings.
- Records of any complaints and how these were resolved.
- Records of exam reviews with pupils.
- Comparison of exam results before and after Learning Support interventions.
- Analysis of GCSE and A Level results of pupils who have received steady support.

However, given that teaching is a matter for the whole School, it is not always possible to measure pupils' progress in Learning Support in quantifiable terms. However, the above provides a list of the ways in which the department can, and often does, evaluate its success.

English as an Additional Language (EAL)

Please see our separate policy regarding English as an Additional Language. In summary, EAL pupils' needs are typically met within the classroom and, where timetabled, with the provision from the EAL team.

Extra support can be given through language groups and individually if a need is perceived. Students who require EAL tuition are usually identified on application and referred to the EAL team. All students admitted to the school requiring EAL support will be assessed in terms of how much assistance they require.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. The School recognises that difficulties related solely to limitations in EAL are not SEND.

Equality & Diversity of SEND provision

The School is committed to ensuring equality of access to the curriculum for pupils regardless of gender, race or any other Protected Characteristic. When considering who to screen or support, we are mindful of purposefully working towards gender and racial equality, and we are wholly committed to taking a strategic, systematic approach to reducing the chances of these pupils' needs being overlooked or mis-recognised.

Local Offer

As an independent school, we do not have access to the services in the Local Authority 'local offer'. The SENCO is however able to advise parents seeking specialised assessment for their child, such as educational psychologists or medical assessments and urges them to look on the local authority website for relevant information about local SEND charities and provision. More can be found here: https://www.surreycc.gov.uk/children/support-and-advice/local-offer

General Data Protection Regulation (GDPR)

The School takes its responsibility to protecting pupil data very seriously and further information can be found in the GDPR Policy.

With regards pupil files and sharing of SEND information specifically, the School will aim to:

- Keep a pupil's file until they reach the age of 25, when it will then be securely destroyed.
- Make paperwork regarding Access Arrangements available for collection as soon as the pupil has left the School, on request.
- Forward relevant SEND information to new placements or request the same from previous settings, particularly in relation to any assessments carried out, to ensure continuity of care and provision where possible. We consider that where a parent has agreed to the education of their child at St Teresas and has notified us of a SEND or that we have notified them of their child's needs, that they are happy for us to make contact with a previous or future education provider in order to share or request information.

Accessibility

School Environment

The nature of the buildings at St Teresas is such that access will always be limited to some. As far as we are able, we will always support a pupil to access our site, however, it is likely that pupils with permanently impaired mobility would be disadvantaged by the school site. Ramps are available to be temporarily installed if a wheelchair user or someone with restricted mobility wants to enter the school for an event. In both Prep and Senior Schools, lessons are based in various rooms. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts. These may be remedied by giving consideration to making reasonable adjustments to the location of lessons.

Assistive Technology

The use of assistive technology is encouraged. Pupils at St Teresas use laptops in lessons at the teachers' discretion for longer pieces of work and many pupils use a laptop as their normal mode of working. The School has invested in Read&Write which is available on all laptops purchased through the school. This is a literacy support software which provides tools like text-to-speech, dictionaries and writing assistance to make learning and communication more accessible. The School uses Exam WritePad in exams where students are awarded Word Processors (see Word Processor Policy Exams document).

Accessibility Plan

Please refer to this to understand the School's current aims for its site improvement.

Appendix 1 - St Teresa's Provision Map

The School SEND Provision Map below outlines the support given to pupils where applicable at the three stages of need.

Most sensory and physical aids in the classroom at the Amber level of need are provided by the School where detailed in the Provision Map. More bespoke physical aids will need to be paid for by parents where necessary.

All pupils are encouraged to use IT including their laptops which can be bought through the Effingham Schools Trust. However, the use of a laptop in lessons is at the teachers' discretion and should a teacher feel that the laptop is not required for a particular task, then the pupils must follow their instructions on this. Pupils with SEND who have the allocation of a laptop, particularly for use in school and external examinations, should be using their laptop more regularly than those who do not have this access arrangement, and it should be part of their everyday learning. Pupil's continuous inappropriate use of a laptop will lead to suspension of this arrangement.

Movement breaks can be used to help pupils to self-regulate which are arranged as part of the Amber and Red levels of need where applicable. Pupils must use movement breaks appropriately and only where anxiety or sensory levels are very high and identify with Red traffic lights system. Pupils will not be able to take movement breaks out of the classroom during P1, P3 and P5, unless they are at a Red level of need and it has been agreed by the Pastoral/safeguarding team.

Timetable changes in KS4 are given consideration only when:

1. SEND needs indicate that dropping the subject would be the beneficial to enable success in their remaining subjects. In this instance, advice would be sought from the subject area and the SEND department to decide whether this is the best course of action to pursue for the pupil. SEND staff and academic staff should never proactively communicate with parents about dropping a subject. If there is a concern it should be raised to the Senior Deputy, SENCO, HOY and Head of Section for discussion prior to communication with parents being made.
2. For a pupil to receive permission in KS4 to drop a subject due to a pastoral or safeguarding concern, there must be an open case with the pastoral/safeguarding teams. If a parent suggests their daughter is anxious or suffering due to their studies, we should always look to initiate a support plan in the first instance and allow time to pass to see if this has helped to alleviate the stress and/or anxiety.

	High Quality Teaching Provision Provision is subject to change as the school reviews its provision annually	Ordinarily Available Provision Additional to/Different from most students	Support for More Complex Needs
Cognition and Learning	**In Class:** Differentiated curriculum planning, activities, delivery and outcomes: **'Five a day'**: Explicit Instruction – teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is followed by guided practice, before independent practice Cognitive and metacognitive strategies – managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor and evaluate their own learning Scaffolding – when pupils are working on written tasks provide supportive tools or resources such as writing frames or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, term Flexible grouping – allocate groups temporarily, based on current level of mastery. Using technology – technology can be used to model worked examples e.g to help pupil learn practice and record their learning e.g. using a class visualizer to share students work or jointly rework an incorrect model. • Suitable learning challenges • Visual aids • Extra time to complete work • Examples and exemplars • Consolidation of key points • Vocabulary lists • Frequent marking feedback • Visual timetables • Chunking verbal information • Use of IT Read&Write, laptop In class TA support where available In class targeted teacher support Dyslexic Friendly classrooms Online prep and resources Homework clubs Subject clinics Enrichment activities Study skills and Revision booklets and clinics Report cards, merits, sanctions Inset training, courses for all staff Specific Learning Needs list	**Additional:** Support programms including intervention groups in Prep 1-1 Learning Support Small group Learning Support In-class TA support where available Personalised timetable at KS3 as appropriate to need Exam Access Arrangements – with an established history of need, supporting data and evidence from teachers Transition support Year 6 and post 16 Detailed Pupil Passports Learning Support Plan if pupil is having 1-1/small group Learning Support Academic Support Plan with Subject Teacher and HOD MFL may reduce number of MFLs studied in KS3 where required at School's discretion	**Individualised/ Personalised Learning including EHCPlans:** *School's admissions process involves passing the entrance exams in English, Maths and Verbal Reasoning - pupils with an EHCP should be able to access the curriculum independently on the whole. For KS5, the pupil with an EHCP will need to have achieved at least Grade 6 GCSEs.* Support programs including intervention groups in Prep 1-1 Learning Support Small group Learning Support Focused 1-1 adult support where funded by EHCP EHCP outcomes Annual Reviews Exam Access arrangements Open conversation as part of the EHCP with multiagency involvement

	High Quality Teaching Provision **Provision is subject to change as the school reviews its provision annually**	**Ordinarily Available Provision** **Additional to/Different from most students**	**Support for More Complex Needs**
Communication and Interaction	**In Class:** Differentiated curriculum planning, activities, delivery and outcomes: • Breaking down verbal information into manageable chunks • Appropriate prompting/refocusing • Checking understanding • Key words • Visual aids/modelling etc • Memory aids Inset training, courses for all staff including Autism INSET Specific Learning Needs List	**Additional:** Emotional Literacy group work or individual focusing on general social skills SALT interventions can be facilitated in school (paid for by parents delivered by private SALT) SALT program interventions may be facilitated by TA in Prep School, overseen by SALT (privately organized with parents) Sensory Aids to support self-management e.g. wobble cushion, weighted blanket, fiddle toys etc. Referral to outside agencies Detailed Pupil Passports Transition support Year 6 and post 16 Learning Support Plan if pupil is having 1-1/small group Learning Support	**Individualised/ Personalised Learning including EHCP:** Small group or 1:1 emotional literacy /social skills support work/ ASC specific support which can be overseen by external professional e.g. SALT or Autism specialist May seek advice and support from Limpsfield Grange Autism outreach (paid for by parents when concerning a specific pupil or School if a general support needed) Refer parents to APPEER (external group) for support for parents and daughters Use of the Wellbeing Room for specific times of the week according to pupils timetable and level of need to help with dysregulation
Emotional, Social and Mental Health	**In class:** Whole school reward and sanctions systems and policy PSHE focused work Tutor and pastoral system support CPD – all staff updated with training where applicable Assemblies Mental Health Ambassadors Buddy system	**Additional:** Behaviour management support through HOY and Pastoral team Emotional Literacy Support (ELSA) Increased monitoring and feedback for an individual as appropriate involving teachers, form tutors, HOY and general pastoral team Support from outside agencies as appropriate In-class TA support in key lessons where applicable and available Detailed Pupil Passports SALT support Movement breaks – as agreed with HOY/ SENCO where required	**Individual/Personalised Learning including EHCP** School's support services, - counsellor, school Medical Team Individual support or mentoring through pastoral area including Behaviour Support Plan EP/Specialist teacher/outside agencies guidance and advice/ SALT where possible (if private, paid for by parents) Extended ELSA support Personalised learning through individual targets and reasonable adjustments e.g. structured use of Wellbeing room Pastoral Support Plan including use of Horse Management course at School Stables

	High Quality Teaching Provision **Provision is subject to change as the school reviews its provision annually**	**Ordinarily Available Provision** **Additional to/Different from most students**	**Support for More Complex Needs**
Sensory and Physical	**In Class:** Flexible teaching arrangements e.g. seating, font size, enlarged documents, coloured paper/ filters Self-awareness of implications of physical impairment Improved accessibility of buildings through reasonable adjustments Relevant school policies: Accessibility Plan, SEND Policy, Medical Plan Support and training for staff CPD from external professionals	**Additional:** Modified materials in line with modification papers as ann access arrangement Flexible teaching arrangements e.g. rooming where possible Physical aids to support e.g. writing slope, wobble cushion, ear defenders, noise cancelling ear loops Increased levels of support and supervision on school trips and visits Year 6 transition Detailed Pupil Passports	**Individualised/ Personalised Learning including EHCPlans:** Individualised support in class during available subjects e.g. PE, Science (if no EHCP, paid for by parents) Use of appropriate resources Advice from external agencies Reviewed EHCP and Annual Reviews Specialist training for specific support as required Where provided by EHCP, additional focused support in class

Appendix 2 – St Teresa's Learning Support Lessons Policy

September 2026

1. Learning Support (LS) Lessons involve a mixture of small groups and 1-1 support provided for students depending on their learning needs and determined by the SENCO/Head of Subject Department/Subject teachers. Students in KS3 will be taught in groups unless the SENCO determines the student requires individual support due to their greater needs.
2. A diagnosis of a specific learning difficulty does not automatically determine a need for LS Lessons. Subject classes are small at St Teresas, with some core subject sets very small, and teachers use reasonable adjustments through a mixture of High Quality Teaching and Ordinarily Available Provision, to support our students. A list of these is outlined in our Provision Map, in the school SEND POLICY, Appendix 1.
3. All Subject teachers work closely with the LS Department and are continuously monitoring their students' needs. They will refer a student to the LS Department, if they have evidence that despite all the adjustments in lessons, they are not making sufficient progress and may benefit from a specific intervention.
4. LS interventions are aimed to support a student's learning using short-term SMART targets – Specific Measurable Achievable Relevant Time-bound. The sessions provide students with time to consolidate their learning, and a safe space to explore their potential misunderstandings and misconceptions. The LS teachers work alongside the relevant subject teachers to ensure continuity. They may also support occasionally or observe in class lessons to observe how their students are learning and applying strategies taught in their LS sessions.
5. Interventions are not designed to support a student long-term throughout their schooling. Students will be referred at any time. There may be students who may return to receiving the LS intervention after being off it for a while. Students therefore can 'dip' in and out. This is a healthy use of LS interventions. This ensures that students do not use it as a 'crutch' whereby they become too dependent on the LS teacher and intervention. We want our students to become independent learners taking ownership of their own learning.
6. LS lessons provide support for the student when learning difficulties cause them to experience challenges in the classroom with curriculum subjects. It should not be seen as 'extra Maths/English/Science tuition' for those students who are reaching age expectations or aspiring to the highest grades.
7. Students will be allocated a Learning Support (LS) teacher at the start of the LS intervention. The student will liaise with their LS teacher to timetable their lesson at an appropriate time. This may be before school (starting at 8.20), during lunchtime (starting at either 12.55 or 1.35) or during a study period and will depend on both the

student's timetable and the teacher's availability. All students will be allocated one lesson a week, unless otherwise agreed with the LS department.

8. Lessons last 40 – 60 minutes depending on the student's age and what is appropriate for the student's needs, or may be reduced to 30 minutes if scheduled before school or during the lunch hour.
9. If a student has been allocated one LS teacher, it is not possible to change to another teacher, unless the restrictions of the timetable make it necessary.
10. The LS teacher, along with the student, will put together a Learning Support Plan, detailing the subjects and aspects of learning that the student will work on during their LS lessons. This plan is a working document, and the LS teacher, student and parents will be able to suggest amendments at any time throughout the year. Some students may also have a Passport which they work on with a LS teacher to help self-advocate their support with subject teachers.
11. The LS department fosters a 'top-down' approach, supporting the students so that they can do their best in key subjects in the curriculum. As part of the Learning Support Plan, students let their teacher know what they need to work on, and this in turn develops an independent approach to learning. This is different to how Learning Support often works in primary schools, where there is a 'bottom-up' approach (i.e. being given targets such as 'to learn how to spell all the 'igh' words') and progress is more easily measured.
12. The LS department encourages the students to become independent learners as they progress through school. Students are encouraged to record any difficulties experienced in the classroom in relevant subjects and come to their LS lessons with this information. They are also encouraged to let their LS teacher know in advance, so that the teacher can prepare resources. Independent study periods are encouraged alongside the LS intervention to help the students develop as independent learners.
13. At the end of each term, the LS teacher, Subject teacher and SENCo will review the LS intervention and decide on whether the student needs to continue, or whether they have made enough progress to come off the LS timetable. The student and the parents will also be involved in the decision.
14. Reports are written in line with the Senior School Assessment and Reporting Cycle. Parents' evenings happen once a year. All LS teachers welcome communication with parents at any time during the year where we operate an open-door policy.
15. Concerns or issues regarding individual subjects should be raised directly with the subject teacher or Head of Department of that subject.
16. Details of each student's specific learning needs are communicated with subject teachers at the beginning of their support, and subject teachers are updated with any new information that arises therof.
17. There are no additional charges for LS lesson provision.

18. Parents wishing to discuss the LS lessons should speak to the LS Teacher directly or contact the SENCO/Head of Learning Support, Mrs. Audrey Moncrieffe a.moncrieffe@st-teresas.com

Appendix 3 - High Quality Teaching – 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '*Special Educational Needs in Mainstream Schools*'.

Education Endowment Foundation