



THE GRAMMAR SCHOOL
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INDIVIDUAL NEEDS POLICY

Rationale for the Policy:	To outline to current and prospective parents the provision that is made by GSAL, including EYFS, for students with Individual Needs.
Policy aim:	<p>To identify and meet the needs of students identified as having Individual Needs within the resources available.</p> <p>To work within the guidelines provided in the SEND Code of Practice (2014) and the Equality Act (2010).</p>
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Individual Needs Policy

Intention of this policy

This policy is intended to outline for current and prospective parents the provision that is made by The Grammar School at Leeds (GSAL), including the Early Years Foundation Stage, for students with individual needs. As addressing individual needs is the key to student success, this policy seeks to inform teaching and learning throughout the school.

At GSAL, the term individual needs is used to describe students with Special Educational Needs and Disabilities (SEND), and students who are a cause for concern who do not fall under the definition of SEND as outlined in the SEND Code of Practice (2014) or disability as defined in the Equality Act (2010), but who still receive support for their identified individual needs. The individual needs of current or prospective students are always considered on a case-by-case basis.

The Individual Needs department also oversees provision for students for whom English is an Additional Language (EAL).

Please note that where this policy refers to parents, it means parents and those with legal responsibility for the child.

Individual needs at GSAL

At GSAL, we have high aspirations and want all students to feel that they are a valued part of our school community, with the opportunity to reach their full potential. We provide breadth of opportunity for all students, including those with individual needs. Provision for students with individual needs is a matter for the school as a whole. We recognise that students have different needs at different times and it is the collective responsibility of teachers within school to address these needs and provide for them. The teaching of students with individual needs is therefore a whole school responsibility, requiring a whole school response.

We value the role of parents and those with legal responsibility as part of this process and would strongly encourage them to raise any concerns that they may have about their child.

Aims of the Individual Needs department

To identify and meet the needs of students identified as having individual needs within the resources available.

To work within the guidance provided in the SEND Code of Practice (2014) and the Equality Act (2010), and to make anticipatory and reasonable adjustments as outlined in the Equality Act (2010).

To enable students with individual needs to access the school curriculum and wider school opportunities.

To enable teaching staff to meet the needs of students with individual needs by providing assessment information, support and advice.

To work in partnership with students, their parents and outside agencies to enable each student with individual needs to maximise their progress, both socially and academically.

Definition of SEND

At GSAL, we use the definition for SEN and for Disability from the SEND Code of Practice (2014). This states that 'a child or young person has special educational needs 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 or a young person has a learning difficulty or disability if she or he 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 facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do if special educational provision was not made for them'.

(SEND Code of Practice: 0 to 25 years, January 2015)

Definition of disability

The Equality Act (2010) defines disability as when a person has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on that person's ability to do normal daily activities.

'Substantial' is more than minor or trivial and 'long-term' means 12 months or more.

Responsibility for the coordination of individual needs provision

Director of Individual Needs (SENCO) with responsibility for overseeing whole school 3-18 provision for students with individual needs - **Mrs Sally Cooke** (sjc@gsal.org.uk or 0113 2291552 ext. 3012)

Staff qualifications

The Individual Needs department is supported by the school to develop and maintain a high level of skills and knowledge in understanding and meeting the needs of students with individual needs. Staff in the IN department are very experienced, having worked with students with a wide range of individual needs both at GSAL and at other settings. There are three qualified assessors within the department who can carry out assessments in order to better understand the individual needs of students and in order to apply for access arrangements. Three teachers also hold the National SEN Coordinator Award.

Admission of students with individual needs

GSAL is an academically selective school and welcomes students who meet the assessment criteria and who can benefit from the opportunities the school provides within the resources available. The method of selection to the school varies according to the age of the applicant and is designed to assess the child's potential to flourish within the school's academic programme. Treating children as individuals is important to the school, and we welcome children with individual needs provided that the school can reasonably give them the support they need in order to thrive. As well as the prospective student meeting the school's entrance assessment requirements, the school must also feel reasonably sure that it will be able to educate and develop the prospective student to the best

of his or her potential throughout their time in the school so that the student will emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These principles extend to students with individual needs, subject to the legal obligation to make reasonable adjustments and not to put any disabled student or potential student at a substantial disadvantage compared with any student who is not disabled.

The school therefore requires the parents of prospective students to provide information of any known or suspected special educational needs or disabilities at the time of application, and within the application form, and from time to time, so that the school may take such advice and assessments as may be appropriate. The school reserves the right to take specialist advice from third parties on such matters, and will respect the sensitivity and confidentiality of such information. Consent for assessment will be obtained from parents or those with legal responsibility prior to any assessment taking place.

As part of the admissions process, any student with individual needs will be treated as an individual to see whether the school can effectively meet their needs. The school will make, where possible and appropriate, reasonable adjustments to the admissions process for any students with a disclosed diagnosed difficulty.

Prospective parents should refer to the school's admission policy for further information.

Students with an education, health and care plan

We do not have full facilities and resources to support students with an EHC Plan and we are not on the Department for Education's approved list as a named provision for students with EHC Plans. However, the school will consider applications from all students and prospective students regardless of special educational needs and disability in line with our admissions policy.

Identifying individual needs

At GSAL, we are committed to the early identification, assessment and effective intervention for all students with individual needs. Early identification means that students are identified and supported as soon as they begin to have difficulties. Students may be identified as having individual needs when they are very young, but other students may be identified much later on in their education. This is usually because they have previously used their strengths to compensate for any areas of weakness, and as the challenge of the curriculum increases, they are no longer able to do this as effectively.

We use school data to identify students who are underperforming or who have discrepancies in their learning and students may be referred for further assessment based on this. Teaching and support staff may also raise concerns based on a student's performance in the classroom or in assessments, as well as in social situations.

Parents are strongly encouraged to raise any concerns that they may have about their child and can contact their child's form tutor or class teacher to request a referral to the Individual Needs department, or contact the Individual Needs department directly.

The Individual Needs department may carry out specialist assessments in order to screen or diagnose individual needs as part of a referral from staff, parents or students.

At GSAL, many students who are raised as a cause for concern will not fall under the definition of SEND as outlined in the SEND Code of Practice (2014) or disability as defined in the Equality Act (2010), but may still receive support for their identified individual needs. Where an individual need is

identified, this does not automatically lead to withdrawal from the classroom for support - or to a student receiving a diagnosis such as dyslexia.

Where an individual need is identified, the school will make anticipatory and reasonable adjustments within the resources available.

Individual needs requiring an external diagnosis

Some conditions require a medical diagnosis or diagnosis by an educational psychologist e.g. dyspraxia, ADHD, autistic spectrum condition, and the school is not able to diagnose these conditions. However, performance in class or wider school activities, assessment or observation may highlight factors suggestive of these conditions. When the school believes that a student may have an individual need as a result of a condition that requires a medical or educational psychologist diagnosis it will note these concerns, discuss them with parents and advise on how to obtain an assessment by an appropriate specialist if the parents wish or the school feel it would be helpful.

Supporting students with medical conditions

The school recognises that students with medical conditions should be able to access a broad and balanced curriculum. Some students with medical conditions may be disabled under the terms of the Equality Act, and where this is the case the School will comply with its duties under the Equality Act (2010).

Where students with medical conditions are entitled to exam access arrangements, this will be considered on a case-by-case basis.

Individual needs provision

Some students with identified individual needs may require additional support from the Individual Needs department. This may be in-class support, 1:1 lessons or paired or small group work, mentoring, or a combination of these. This support may be delivered over a single lesson to teach a specific skill or over a much longer period of time. Provision will be reviewed at least termly. Support may be delivered by an Individual Needs teacher, by an Individual Needs teaching assistant, or by a combination of the two.

Charges for provision

There is no additional charge for assessments that are carried out by the school in order to facilitate us in meeting the needs of students within the curriculum at GSAL, or for any individual needs provision required to meet the needs of students with special educational needs and disabilities within the available resources. Some parents may choose to pay for external private medical assessments or support rather than waiting for an NHS appointment, or because they find it more convenient to do so.

Working with External Agencies

The school works with external agencies to support students with individual needs, where appropriate.

Parents should be aware that some local authority services available to students in local authority schools might not be available to students attending an independent school.

Communicating with students and their families

The school welcomes communication with parents and students and, where possible and appropriate, students with individual needs should be involved in any decision-making processes as part of the response to meet their needs. The Individual Needs department communicates with students and their parents in a variety of ways:

- Parents will be informed of concerns about their child that have been raised by teachers and which require further investigation by the Individual Needs department.
- Where a student has an individual needs assessment, the Individual Needs teacher carrying out the assessment will send a summary of the findings and offer an appointment to meet with the parents in order to discuss the assessment. The school would strongly encourage parents to take this opportunity to discuss their child's individual needs.
- In line with national expectations and best practice, where a student receives teaching support from a member of the Individual Needs department, a termly consultation will be offered to parents to update them on their child's progress and to agree the support planned for the next term. Consultations could involve a meeting, a phone call, or an email exchange.
- Where a student is on the Individual Needs register but does not receive direct teaching, an annual consultation will be offered to parents to update them on the support available for their child.
- Where there are concerns over attendance, this will be discussed with school staff and parents.

Parents are always welcome to contact the Individual Needs department directly if they have a concern about their child (individualneeds@gsal.org.uk/0113 2291552 ext. 3012).

Individual Needs registers

A copy of the Individual Needs register is available to all staff. The register records an overview of the student's individual needs. The Individual Needs register will not include those who are academically weaker by GSAL standards.

Individual Needs profiles

Students with identified individual needs have a profile available to staff summarising their individual needs. The profile explains the strategies that staff could employ in their lessons and wider school life to meet the needs of that student. The profile is available to parents on request.

Monitoring and evaluation of individual needs provision

The Individual Needs department uses school data to monitor the progress of students in order to make an informed decision on whether to continue, change or end the intervention/support. The support a student is given will be reviewed at least termly.

An annual review of provision will draw on evidence from a variety of sources to evaluate the effectiveness of interventions and to make decisions regarding future provision.

Training and resources

In order to develop the quality of teaching and provision in response to the needs of all students, staff are supported to undertake relevant training as part of their continuing professional development.

Access arrangements

Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Appropriate access arrangements for exams will be given where students meet the criteria laid out by JCQ in the current Access Arrangements and Reasonable Adjustments document:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

The school has three qualified assessors. Key members of the department also attend annual training on the JCQ regulations and so have up to date knowledge of current access arrangements.

Where a parent feels that their child might require access arrangements, they should contact the Individual Needs department. The school cannot accept external recommendations for access arrangements unless appropriate consultation has taken place between the external assessor and a GSAL Individual Needs teacher prior to the assessment taking place, as outlined in the JCQ regulations.

Although the JCQ regulations only apply to external exams, the school applies the guidelines set out in the regulations for internal exams and assessments for students of all ages to ensure that they are not unfairly disadvantaged or advantaged in any way. This includes children sitting the entrance exam.

The school has a separate Word Processor Policy, in line with JCQ regulations.

Access arrangements and resources for higher education

The school is not responsible for writing full diagnostic reports required for access arrangements and resources in higher education. Universities may require students who wish to continue their exam access arrangements at university and/or who intend to apply for a Disabled Students Allowance (DSA) to commission an external professional, such as an educational psychologist or a specialist assessor, to provide a full diagnostic report. This should only be done after consultation with the university, as different universities require different evidence. Commission of the report is a private matter between the parents and the external professional and responsibility for payment lies with the parents. The school will make access arrangements paperwork from the student's time at the school available to the student on request.

Reasonable adjustments for disabled students

The school is required to make reasonable adjustments to ensure that disabled students are not placed at any disadvantage. In considering what is reasonable, the school will take into account:

- Financial resources available internally or from external providers
- The practicability and cost of a particular measure
- The need to maintain academic and other standards
- Health and safety considerations
- The interests of other students including those who may be admitted to the school
- Any EHC Plan or other assessment regarding a particular student

- The emotional wellbeing of the child

Where a student requires additional equipment in order to access the curriculum and/or wider aspects of school life due to a disability, the school will consider requests from parents on a case by case basis.

Existing students

So far as is reasonable and practicable, the school is committed to assisting any existing student who acquires a temporary or permanent disability during their time at the school to enable them to continue their education and to take part in as wide a range of activities as possible.

Reasonable adjustments to school procedures – behaviour and organisation

Where a student has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place and work with parents to support the student in overcoming these difficulties. This will be done in consultation with the student and their parents. Where the student then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

Accessibility plan

The school notes its responsibilities under the Equality Act 2010 and will use best endeavours to make reasonable adjustments, subject to limitations of building design and finance, to improve accessibility to its buildings and facilities in respect of those persons with a physical or mental disability as defined under the Act. The school has an Accessibility Plan that is updated every three years.

EAL and individual needs

All learners need to feel safe, accepted and valued in order to learn. For students for whom English is an additional language, this includes having their home language and background recognised and valued, as well as being supported in the acquisition of English language and in developing an understanding of British culture and values. As a school, we are aware that multilingualism is a strength and that EAL learners have a valuable contribution to make to the school community.

The term EAL (English as an additional language) is used to refer to students who hear or speak a language in addition to English as part of their day-to-day lives. Students with English as an additional language should not be regarded as having a special educational need, although they may have a special educational need or disability in addition to being EAL.

Where the school's advice is sought by parents and carers, the school will recommend that students develop strong foundations in the language that is dominant in the home environment for the following reasons:

- Home language skills are transferable to new languages and strengthen the learner's understanding of language use;
- Insistence on an English only approach to language learning may result in fragmented development where the child is not proficient in either language;
- Home languages are vital for maintaining positive family connections and so that parents and carers can continue to shape, guide and influence their children's lives.

GSAL welcomes students for whom English is an additional language, provided that they can access our broad and balanced curriculum within our current levels of provision. The school reserves the right not to admit students who are unable to meet this criteria at the time of application; this will be decided on an individual basis.

Where a student is identified as having EAL, this will be recorded on the EAL register. Where this impacts significantly on their learning, they will also be added to the Individual Needs register. Appropriate exam access arrangements, in line with the current JCQ Access Arrangements and Reasonable Adjustments, will be given where students with EAL meet the criteria. This will reflect the student's normal way of working in the classroom.

Children in the EYFS with EAL will be encouraged to develop and use their home language in play and learning, in addition to developing their skills in English. In the EYFS, children with EAL may be assessed in English in the Prime Areas but in their home language in the Specific Areas. Where possible, class teachers will seek support from staff who speak the child's home language if this is required. Class teachers will encourage parents to support this process by contributing to the EYFS Profile online.

Consideration is given to the appropriateness of testing EAL students at the earlier stages of English acquisition, and alternative ways of assessing progress will be made where necessary. Qualitative and summative assessment in the classroom should recognise that EAL students will usually be working at a higher cognitive level than is reflected in their use of English. In the Individual Needs department, assessment methods are checked for cultural bias and action is taken to remove any that are identified, where possible.

Alternative arrangements

The school reserves the right, following consultation with parents, to ask for or require the withdrawal of the student from the school if, in its opinion after making all reasonable adjustments and exhausting appropriate strategies:

- The student is in need of formal assessment, support or one to one teaching, learning support or medication to which parents do not consent and/or
- Parents have withheld information from the school which, had the information been provided, would have made a significant difference to the School's management of the student's special educational needs and learning difficulties and/or
- The student's learning needs require a level of support or medication which, in the professional judgement of the principal, the school cannot reasonably be expected to provide, manage or arrange and/or
- The student has special educational needs, learning difficulties and/or disabilities that make it unlikely that he/she will be able to benefit sufficiently from the mainstream academic education and facilities that the school provides.

In any of these circumstances, the school will do what is reasonable to help the parents to find an alternative placement that will provide the student with the necessary level of teaching and support. Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice, unless parents have withheld information from the school (bullet point 2).

Storing and managing information

Information will be stored in line with the school policy.

Complaints

It is hoped that any concerns that parents may have can be resolved directly with the Individual Needs department. However, in the event that this is not the case, the school has a complaints policy that can be found on the school website. This gives clear guidance and details the processes by which a complaint is handled.

Individual needs policy review

The school will review the Individual Needs policy annually.

Sally Cooke

August 2023

Appendix 1

Individual Needs levels

IN 1

Needs met in class

- Students at IN 1 do not see the Individual Needs department for support.
- Teachers meet their needs in class through differentiation.

IN 1(AA)

Needs met in class + access arrangements

- Students at IN 1 (AA) do not see the Individual Needs department for support.
- Teachers meet their needs in class through differentiation.
- In addition, students at IN1 (AA) have access arrangements for exams.

IN 2

Needs met in class + IN intervention

- Students at IN 2 have been identified as requiring additional support, and will see the Individual Needs department for intervention. This support is reviewed termly.
- Teachers meet their needs in class through differentiation.

IN 2(AA)

Needs met in class + IN intervention + access arrangements

- Students at IN 2 (AA) have been identified as requiring additional support, and will see the Individual Needs department for intervention. This support is reviewed termly.
- Teachers meet their needs in class through differentiation.
- Students at IN 2 (AA) also have access arrangements for exams.

IN 3

Needs met in class + IN intervention + reduced/significantly differentiated curriculum as a result of their individual need

- Students at IN 3 and IN 3 (AA) have the greatest level of need. They require changes to the curriculum. For example, they may have a reduced timetable in comparison with their peers, or they might be withdrawn several times a week from the timetable for IN intervention. When they are in the classroom, they have their needs met by the teacher, but this may require far more adaptation. For example, they may need to have the physical environment altered so they can access the teaching and learning.

IN 3(AA)

Needs met in class + IN intervention + access arrangements + reduced/significantly differentiated curriculum as a result of their IN

- Students at IN 3 and IN 3 (AA) have the greatest level of need. They require changes to the curriculum. For example, they may have a reduced timetable in comparison with their peers, or they might be withdrawn several times a week from the timetable for IN intervention. When they are in the classroom, they have their needs met by the teacher, but this may require far more adaptation. For example, they may need to have the physical environment altered so they can access the teaching and learning.
- Students at IN 3 (AA) will have access arrangements for exams and are more likely to have more than one access arrangement.

Appendix 2

EAL levels

Where a student is identified as speaking or hearing another language at home, they will be recorded on the EAL Register. The IN Department will indicate their level of need by recording whether they are EAL 1, 2 or 3.

EAL 1 – Good social English and good language for learning but may have some gaps in vocabulary and/or cultural knowledge

EAL 1 is the effective inclusion of all students in high quality learning and teaching in the classroom. An EAL 1 student will have fluent social English and formal language for learning, and will be able to access all activities in the classroom. They may, however, have some gaps in their vocabulary or lack richness of vocabulary. They may also have a different cultural knowledge e.g. traditional story telling language, parents may have a different understanding and view of world history. Their family may have different cultural expectations of the education system. Their needs can be entirely met in the classroom through effective differentiation.

EAL 2 – Command of social English but difficulty with language for learning and vocabulary

EAL 2 is additional provision in the form of targeted teaching e.g. glossary, pre-teaching homework, activities that develop cognitive language. This may take the form of small-group/1:1 intervention to accelerate progress and enable students to work at age-related expectations. This support will be provided in lessons, by subject departments or by the IN Department. An EAL 2 student will have fluent social English but will lack formal language for learning e.g. lack subject-related vocabulary, lack age-appropriate grammar when writing, find non-literal comprehension challenging. They will be able to fully access the curriculum with support. Students at EAL 2 will also receive EAL 1 support in the classroom.

EAL 3 – New to English or starting to learn social English

EAL 3 is specific targeted interventions for students identified as requiring EAL Support and will be provided by the IN Department. EAL 3 is support which is aimed at accelerating and maximising progress and minimising performance gaps. A student at EAL 3 will be completely new to English or will be learning social English and will struggle to access the curriculum even with support. Students at EAL 3 will also receive EAL 1 and EAL 2 support.

Students with EAL should make rapid progress through the Levels as they become confident speakers of English. Where a student does not make rapid progress, they should be referred to the IN department for IN advice, observation or assessment.