

**King Edward VI High School for Girls  
POLICY ON SPECIAL EDUCATIONAL NEEDS AND  
LEARNING DIFFICULTIES**

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**King Edward VI School for Girls**  
**POLICY ON SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES**

**1 AIMS**

- 1.1 The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and the co-operation we will need from parents.

**2 "SPECIAL EDUCATIONAL NEEDS" AND "LEARNING DIFFICULTY"**

- 2.1 Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.
- 2.2 A student has "special educational needs" as defined in the SEND code of practise: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The Equality Act 2010 definition of disability includes substantial and long term sensory impairments such as those affecting sight or hearing, mental health difficulties and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
- 2.3 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 2.4 Children have a learning difficulty if they:
- 2.4.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
- 2.4.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (if your child has a disability, please ask to see our Disability Policy);
- 2.4.3 are under five and fall within the definition at 2.4.1 or 2.4.2 above or would so do if special educational provision was not made for the child.
- 2.5 A child must not be regarded as having a learning difficulty solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught.* (section 312(1), (2) and (3) Education Act 1996). However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's admissions criteria. Please refer to the School's policy for pupils with English as an Additional Language.
- 2.6 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

- 2.7 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- 2.8 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

### **3 POLICY STATEMENT**

- 3.1 **The School:** The School is a mainstream academically selective independent school and we welcome all girls who can make the most of the opportunities that we offer and can flourish in the caring environment of KEHS. While the School is committed to meeting its legal and moral obligations under equality legislation and ensuring that girls receive the support they require, the School does not have the facilities to offer highly specialised and intensive treatment.
- 3.2 **Provision:** The provision which we can make for children who appear to have a learning difficulty includes learning support and referral to an educational psychologist for a formal assessment.
- 3.3 **Consultation:** We will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

### **4 IMPLEMENTATION AND PROCEDURES**

- 4.1 **Admission:** Each girl with learning difficulties or special educational needs requires special consideration and treatment. Parents are requested to provide the School with full details of any learning difficulties or special educational needs of their daughter during the admissions process, including copies of educational psychologist's reports and recommendations which have been made in relation to special educational needs at their daughter's previous school or elsewhere within the last 12 months. We will discuss with parents the adjustments that can reasonably be made for their daughter should they be offered a place at the School. Full consultation with parents and their medical advisers will take place if a place is offered to ensure all reasonable adjustments are made when the girl becomes a pupil.
- 4.2 **Monitoring and review:** We recognise that some girls will need more support than others in some areas of the curriculum. We offer help with study skills outside the normal curriculum. We work closely with the girl and her parents to help her to overcome or manage the barriers that her difficulties present. The progress of pupils requiring additional support will be monitored and the support required adapted as necessary in consultation with the parents.
- 4.3 **Formal assessment:** If the School is concerned that a pupil may have a learning difficulty which ought to be assessed without delay, we will ask parents to agree to their daughter being formally assessed by an educational psychologist and we will

ask parents to agree to follow his / her recommendations unless there are persuasive reasons to the contrary. Parents may consult an educational psychologist retained by the School, or one of their own choice. The cost in either case must be borne by the parents.

- 4.4 **Code of Practice:** Our approach to the detection and management of learning difficulties will be guided by the *Special Educational Needs code of practice: 0 to 25 years (DfE -00205-2013)*. In general, our approach will be cautious so as not unnecessarily to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.
- 4.5 **Education Health Care Plan:** Should a student still not be making the appropriate progress at an acceptable level then formal procedures for an Education Health and Care Plan will commence. This will be led by the Vice-Principal (Assessment) and will involve the appropriate outside agencies, parents and pupil. The process will be pupil centred.
- 4.6 **Welfare needs:** The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which make it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.
- 4.7 **Disability:** The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School (see 5.1 below).
- 4.8 **Responsibility:** Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside but must ensure that we are given copies of all advice and reports received.
- 4.9 **Concerns:** We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.
- 4.10 **Examinations:** Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time to complete assessments. You are asked to liaise with your child's Form teacher in good time with respect to this.

## 5 ALTERNATIVE ARRANGEMENTS

- 5.1 **Withdrawal:** We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**
- 5.1.1 your child is in need of a formal assessment, learning support or medication to which you do not consent; and / or

- 5.1.2 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- 5.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange;
- 5.1.4 your child has special educational needs that make it unlikely she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 5.2 **Alternative placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 5.3 **Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

Linked policies;

- Safeguarding
- Admissions
- Anti-Bullying

Reviewed May 2017 (to be reviewed in May 2018)

*The Vice Principal-Assessment is responsible for the monitoring and review of the SEN and Learning Difficulties and reports to the Principal.*

*The implementation and review of the school's SEN and Learning Difficulties policy and all curriculum issues go through the Educational Committee to the ISGB.*