



QUEEN ETHELBURGA'S COLLEGIATE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Authorised by **The Collegiate Board**

Signed

Chair of the Collegiate Board

Date

Effective date of the policy **14 March 2024**



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<p>Reviewed: 01-29 February 2024</p> <p>Due for Review: February 2025</p>	<p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <p>Education (Independent School Standards) Regulations 2014)</p> <p>Keeping children safe in education (DfE, September 2023) (KCSIE)</p> <p>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 09 January 2024) Applies from 04 January 2024</p> <p>The National Minimum Standards for Boarding Schools (DfE, in force from 5 September 2022) Part A: Governance, leadership and management</p> <p>Education and Skills Act 2008</p> <p>The Equality Act 2010</p> <p>Teachers' Standards (DfE September 2012, updated 13 December 2021)</p> <p>Children and Families Act 2014</p> <p>The Special Educational Needs and Disability Regulations 2014</p> <p>Children Act 1989</p> <p>Childcare Act 2006</p> <p>Data Protection Act 2018 and General Data Protection Regulation (UK GDPR, 1 January 2021)</p>	<p>To be viewed alongside the following related policies and documentation:</p> <p>Academic Monitoring Policy</p> <p>Accessibility 3-year plan Policy</p> <p>Admissions and Transition Policy</p> <p>Anti-bullying Policy</p> <p>Behaviour and Discipline Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>Disability Policy</p> <p>English as an Additional Language Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Parental Complaints Policy</p> <p>Queen's Kindergarten and Chapter House Curriculum Policy</p> <p>Raising Concerns about a Child Procedure</p> <p>Risk Assessment Policy for Pupil Welfare</p> <p>Supporting students with medical conditions</p>	<p>Publication and availability for Staff, Parents, Carers and Prospective Parents:</p> <p>Queen Ethelburga's Staff</p> <p>Parents</p> <p>Prospective Parents</p>
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	<p>This policy has regard to the following guidance and advice:</p> <p><u>Special Educational Needs and Disability Code of Practice: 0 to 25 years – Revised April 2015 (DfE, updated 30 April 2020)</u></p> <p><u>The Independent School Standards - Guidance for independent schools (April 2019)</u></p> <p><u>Behaviour in Schools - Advice for headteachers and school staff (July 2022) (DfE, updated 19 February 2024)</u></p> <p><u>Mental health and behaviour in schools (DfE, 16 June 2014, updated 12 November 2018)</u></p> <p><u>Supporting pupils with medical conditions at school (DfE, 1 September 2014, updated 16 August 2017)</u></p>		
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QUEEN ETHELBURGA'S COLLEGIATE

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1. Introduction

- 1.1. This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "**the Collegiate**".
- 1.2. This policy is available to parents on the Collegiate website www.qe.org.

2. Aims

- 2.1. The aims of this policy are to **actively promote the wellbeing of all students** and to ensure good practice in the detection of and support for students with Special Educational Needs. We seek to do this within a caring and supportive environment in which all students are valued equally.
- 2.2. Queen Ethelburga's Collegiate recognises the neurodiversity of its students and that this leads to both strengths and challenges for individuals. The LD department promotes positive attitudes towards learning support and seeks to create an environment that meets the special educational needs of each student in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND, ultimately allowing them to thrive.
- 2.3. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.
- 2.4. This policy outlines the educational and welfare provision for students who have, or are suspected to have, learning difficulties at Queen Ethelburga's Collegiate.

3. Definitions

- 3.1. At the Collegiate, the Special Educational Needs Department is known as the **Learning Development (LD) department**. The post of Special Educational Needs and Disabilities Co-ordinator is known as Head of Learning Development or Learning Development Lead.
- 3.2. In line with the requirements of Part 1 of the Schedule to the **Education (Independent School Standards) Regulations 2014**), all students are provided with a suitable curriculum and programme of activities suitable to their needs, with opportunities for all students to learn and make progress.
- 3.3. Within this document the more generally accepted terms Special Educational Needs and Disabilities (SEND), Learning Difficulties and/or Disabilities (LDD) and Special Educational Needs and Disabilities Co-ordinator (SENDCo) are used, consistent with the **Special Educational Needs and Disability Code of Practice: 0 to 25 years – Revised April 2015 (updated April 2020)**. In keeping with the **Children and Families Act (2014)**, students with Statements of Special Educational Needs, or Education, Health and Care Plans (EHCPs) are recognised and supported in accordance with the **Special Needs and Disability Code of Practice: 0 to 25 years**.



- 3.4. Special Educational Need (SEN) is a term defined by Part 3 of the **Children and Families Act (2014)** and the related DfE **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)** as *"a learning difficulty or disability which calls for special educational provision to be made."*
- 3.5. For children over 2, 'special educational provision' is further defined as: *"educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."*
- 3.6. A disability, as defined by the **Equality Act (2010)** is a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on the ability to carry out normal day to day activities. Long-term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'.
- 3.7. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the **Equality Act (2010)**, they will additionally be covered by the SEND definition.
- 3.8. The **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)** **states that** children have a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of others of the same age; or
 - 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 mainstream schools or mainstream post-16 institutions;
 - are under five and fall within the definition as above or are likely to do so do when of compulsory school age, if special educational provision were not made for the child.
- 3.9. A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (**Section 20 (4) Children and Families Act 2014**).
- However, children for whom English is an additional language will be provided with appropriate support provided they meet the Collegiate's academic criteria. Please refer to the Collegiate's policy for students with **English as an Additional Language**.
- 3.10. 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. Departments provide clinics, which children can choose to attend if they need particular help with one or another aspect of a subject.
- 3.11. 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 social,



emotional, or mental health difficulties. The expression may also include those who have additional communication and interaction needs, or sensory and / or physical needs.

- 3.12. Learning difficulties may affect children who have high cognitive ability, as well as those of lower 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.

4. Responsibilities

- 4.1. The Collegiate Board has overall responsibility for the effective operation of the Collegiate's **SEND Policy** and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Collegiate Board is ultimately responsible for ensuring that the Collegiate fulfils the **Education (Independent School Standards) Regulations 2014), with Part 1 – Quality of Education** being the most relevant to this policy.
- 4.2. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review, lying with the Academic Director and the Head of Student Welfare.
- 4.3. The Principal and QELT lead in promoting and encouraging an environment which is welcoming, inclusive and safe for all members of the school community, irrespective of their protected characteristics and/or background.
- 4.4. The Head of Learning Development is responsible for the identification of and support for all students with SEND, training of staff and liaison with parents and other stakeholders, reporting back to the Head of Student Welfare and Academic Director, as needed. They act in a similar capacity to that of SENDCo.

5. Collegiate Guiding Principles regarding Special Educational Needs and Disabilities / Learning Difficulties and Disabilities (SEND/LDD)

- Students with SEND/LDD are the shared responsibility of all staff.
- Students with SEND/LDD are entitled to a broad, balanced, and relevant curriculum that is differentiated to ensure maximum progress.
- Students with SEND/LDD may require a flexible structure of assessment and provision for meeting their needs.
- Students with SEND/LDD may require additional resourcing to meet their needs.
- Parents should be involved as partners in the education of their children.

6. Objectives of the Collegiate's provision

- To ensure all departments consider and provide for an individual student's needs under the 4 main headings (See appendix C).



- To ensure early identification and assessment of students suspected of having SEND/LDD.
- To record the names of all students with SEND/LDD on the school's SEND/LDD register.
- To implement Individual Learning Plans (ILPs) for students identified with SEND/LDD.
- To maintain a recording and reviewing system to monitor progress and inform planning.
- To provide in-service training opportunities for staff to develop appropriate professional skills.
- To provide in-class support strategies and adaptive teaching.
- To involve students in the assessment and provision of their future needs to ensure their views are acknowledged.
- To ensure that parents' knowledge and views are utilised as fully as possible in assessing and meeting the special needs of their child.
- To maintain links with appropriate outside agencies and support services.
- To issue regular guidance providing information concerning the difficulties experienced by SEND students and ways of helping within class.
- To ensure the SEND policy is understood and implemented consistently by all staff.

7. Internal Assessment Procedures

- 7.1. It is essential that students who are experiencing difficulties have their needs identified quickly, so that appropriate educational and welfare provision can be made. It is the responsibility of all staff to raise any student learning need concerns they may have.
- 7.2. For SEND concerns raised by teaching staff, an **Assess, Plan, Do, Review** process should take place – in-keeping with the **SEND Code of Practice** - and the subject teacher should complete an APDR form, identifying the strategies that they are going to use to support the student's needs. The APDR cycle should remain in place for six weeks, and LD should be informed, in order to support and review the process. In addition to the APDR process, students may also make a self-referral. Parent and student referrals may be made by email, phone or in person.
- 7.3. To meet the individual needs of all children and young people, including those with SEND, teachers should adopt **high quality teaching** strategies, sometimes referred to as **Quality First Teaching (QFT)** strategies or Adaptive Teaching, that provide differentiated and personalised teaching, targeted at areas of weakness. The Learning Development Department will work with the Teaching and Learning team to provide regular and targeted training and support for staff on such strategies.
- 7.4. If a student continues to have difficulties, after the teacher has implemented **high quality teaching and learning strategies, through the APDR process**, further



assessment may take place, according to the nature of the difficulty and the age of the student.

7.5. Assessment may include any of the following methods:

- Systematic observation in the classroom.
- Individual assessment using a variety of standardised tests e.g. GORT-5, CTOPP-2, TOMAL-2, SPaRCS, TOWRE-2 and DASH.
- Subjective analysis of a student's work.
- Teacher assessment, internal tests and examinations, foundation profiles
- Educational Psychologist assessment.

Note: The Learning Development Department will take particular care in identifying and assessing SEND for pupils whose first language is not English.

7.6. Following this process, students identified as having SEND/LDD will have their names entered on the school's SEND/LDD register. This is available for reference to all members of staff on the Home Page of the Learning Development SharePoint site. Depending on their level of need, students will either be placed under 'Monitoring' on the LD register, or under 'SEN Support' if their needs are greater and they require 'additional and different' support.

8. Individual Learning Plans (ILPs)

8.1. All students who are receiving 'additional and different' support, along with many of those being monitored, will have an Individual Learning Plan.

The ILP is produced in liaison with the student and sets out the nature of the student's needs, as well as their strengths. Some students who are receiving 1:1 LD lessons may also have targets on the ILP that the student has agreed to work towards achieving. The ILP details the student's examination access arrangements (if applicable) and provides strategies for teachers / boarding staff working with the student.

All staff must be fully aware of the contents of ILPs and are expected to implement the strategies to support students' learning.

8.2. SEND Support Provision may include the following:

- Personalised support by form or subject teachers within class, with progress monitored.
- Modification of programmes of work and increased adaptation to be used in class. Progress to be monitored by form or subject teacher.
- Withdrawal from certain lessons for additional individual tuition by learning support teachers or subject specialists. Progress monitored and provision reviewed.
- Withdrawal from certain lessons for additional individual tuition by a dyslexia specialist teacher/department staff. Progress monitored and provision reviewed.



- Withdrawal from certain lessons for additional tuition in small groups by support teachers/department staff.
 - Reduced timetable in Year 6 and above. Modifications of the timetable are made in discussion with the Head, parent and appropriate subject teachers.
- 8.3. Students who have an identified need, but do not require additional and/or different support as they are making good progress in response to effective **high-quality teaching and learning strategies**, will remain on the LD register but may not have an ILP. They will be monitored by the LD department on an ongoing basis with class teachers being made aware of any potential barriers to learning and any specific **high quality teaching strategies** that could assist the student.
- 8.4. The process for identification, monitoring and implementation of support is outlined in Appendix A.
- 8.5. Students who have been diagnosed as having a learning difficulty may be eligible for 'access arrangements' to complete public examinations. Assessment of students in examination years will take place by a member of the LD department with the Level 7 Assessor qualification, with access arrangements granted where students qualify based on standardised scores, trial periods with provision to reflect a 'normal way of working' and teacher and student feedback.

9. Early Years and Pre-Preparatory

- 9.1. Please refer to the **Queen's Kindergarten and Chapter House Curriculum Policy** and the **Raising Concerns about a Child Procedure** in the Staff Handbook. This policy is in keeping with the **Statutory Framework for the Early Years Foundation Stage**.

10. Review of Provision

- 10.1. The educational provision is reviewed at regular intervals. The LD department staff are responsible for undertaking these reviews with the student and appropriate teaching/pastoral staff will be involved, where necessary. The effectiveness of the support and interventions in place and their impact on the progress made by the student and the appropriateness of the ILP is evaluated.
- 10.2. The outcome of an ILP review may be:
- That the in-class support is insufficient and additional individual tuition is recommended.
 - That additional tuition/highly personalised strategies are discontinued due to sustained progress, which is in line with, or better than, their predicted grades. Differentiation is continued and the student's progress within the classroom is monitored by the LD department.
 - That provision of additional tuition and/or personalised strategies is maintained so that the student can continue to make progress – this will be reflected on the reviewed ILP.
 - That involvement by a relevant external agency is requested.



11. Education, Health and Care plans (EHC plans)

- 11.1. Pupils who need more support than is available through our school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.
- 11.2. If a pupil is joining the school and they have an Education, Health and Care plan (EHCP), then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.
- 11.3. Parents and the Collegiate have the right under section 36(1) of the **Children and Families Act (2014)** to ask the local authority to make an assessment with a view to drawing up an EHC plan. The Collegiate will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the Collegiate) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).
- 11.4. Where a prospective student has an EHC plan, the Collegiate will consult the parents and, where appropriate, the local authority, to ensure that the provision specified in the EHC plan can be delivered by the Collegiate. The Collegiate will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

[Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and the Collegiate is named in Section I of the EHC plan.]

In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010]

12. Disability

- 12.1. The Collegiate recognises that some students with special education needs or learning difficulties may also have a disability. Students and parents are referred to the **Collegiate's Disability Policy**. The Collegiate will make all reasonable adjustments to afford opportunity to disabled students. However, if, despite such adjustments, the Collegiate is unable to provide adequately for the student's needs, the Collegiate may decline to offer a place to a student or request that parents withdraw their child from the Collegiate.

13. Additional Welfare Needs and Provision

- 13.1. The Collegiate recognises that students with SEND may also have additional welfare needs. There may be increased risks of, and impact from, bullying and additional barriers in detecting any signs of abuse or neglect, creating additional safeguarding challenges as detailed in the Collegiate Anti-bullying Policy.



- 13.2. All safeguarding concerns will be dealt with in accordance with the procedures set out in the Child Protection and Safeguarding Policy though with increased mindfulness of SEND student needs. The Collegiate has a strong welfare provision for all students, with support provided by the Student Welfare and Student Wellbeing teams.
- 13.3. As a Collegiate we recognise that students with a special educational need or learning difficulty may not outwardly display signs of being a victim of bullying and the school cannot presume that any warning signs are due to the students' learning difficulty or disability. Any signs should be reported to the Student Wellbeing or Welfare team and fully explored. Students may also struggle to communicate their concerns and staff should be aware of this.

14. Supporting Students' Mental Health and Wellbeing

14.1. We aim to promote positive mental health and wellbeing across the Collegiate community and have a multi-layered approach of age-appropriate support and education including:

- A Designated Mental Health Lead (Advanced Mental Health Lead Trained level 4)
- Support for parents and guardians
- THRIVE@QE support for students
- Personal Development curriculum
- Staff training
- Student Welfare team combining DSL, Head of Personal Development, SENDCo, Mental Health Lead, Operational Manager and GP, and Health and Safety link.
- Student Wellbeing team

Any concerns are reported to the Student Welfare team and any CAMHS referral is managed by the Mental Health Lead and DSL.

15. Record Keeping and Reporting

15.1. All forms and records can be found in the following location:

[Learning Development Department - Home \(sharepoint.com\)](#)

15.2. This includes:

- Assess, Plan, Do, Review form
- Register of SEND/LDD – this can also be found on ISAMS as Pupil Registers – Special Educational Needs Report in the right-hand side menu.
- Individual Learning Plans



15.3. Assessment reports, such as internal school assessment reports and Educational Psychologist reports, can be found in LDD offices in Chapter House and Genesis in locked cabinets.

15.4. Reporting to parents takes place:

- following assessments
- at Parents' Meetings
- in written reports at the appropriate time in the school year.

In addition, for students with special educational needs, parents are included in discussions and their support is sought in the implementation of planned programmes and intervention strategies.

16. Cross Phase Liaison

16.1. Cross phase liaison is ensured through:

- Making records readily available
- Discussions with teachers of ensuing stages
- LD staff having frequent contact with those who teach students on the SEND register
- LD staff attending appropriate meetings, such as complex welfare and KM meetings
- Regular feedback from Teaching Assistants- verbal and in note form
- Regular contact with Faculty Mentors
- Discussions with the School Leadership teams
- Discussions with the Pastoral team

17. Specific Information for Parents

17.1. Upon application to the Collegiate, and in order to assess a prospective student's needs, it is essential that parents make the Collegiate aware of any known learning needs of their child. Because dyslexia and some other learning difficulties are also often inherited, it is also helpful to know if either parent or a close relation has been affected by a learning difficulty at any time.

17.2. More details regarding this can be found in Appendix D.

18. Evaluating the Success of the SEND/LDD Policy

18.1. The effectiveness will be measured by the following criteria:

- Staff access to the information being disseminated on individual students with SEND/LDD.
- Feedback from academic departments.



- Teacher records, student work and differentiated and accessible learning material provided.
- Students with SEND outcomes relative to ability and the cohort
- Parental feedback
- Student feedback

19. Complaints and Concerns

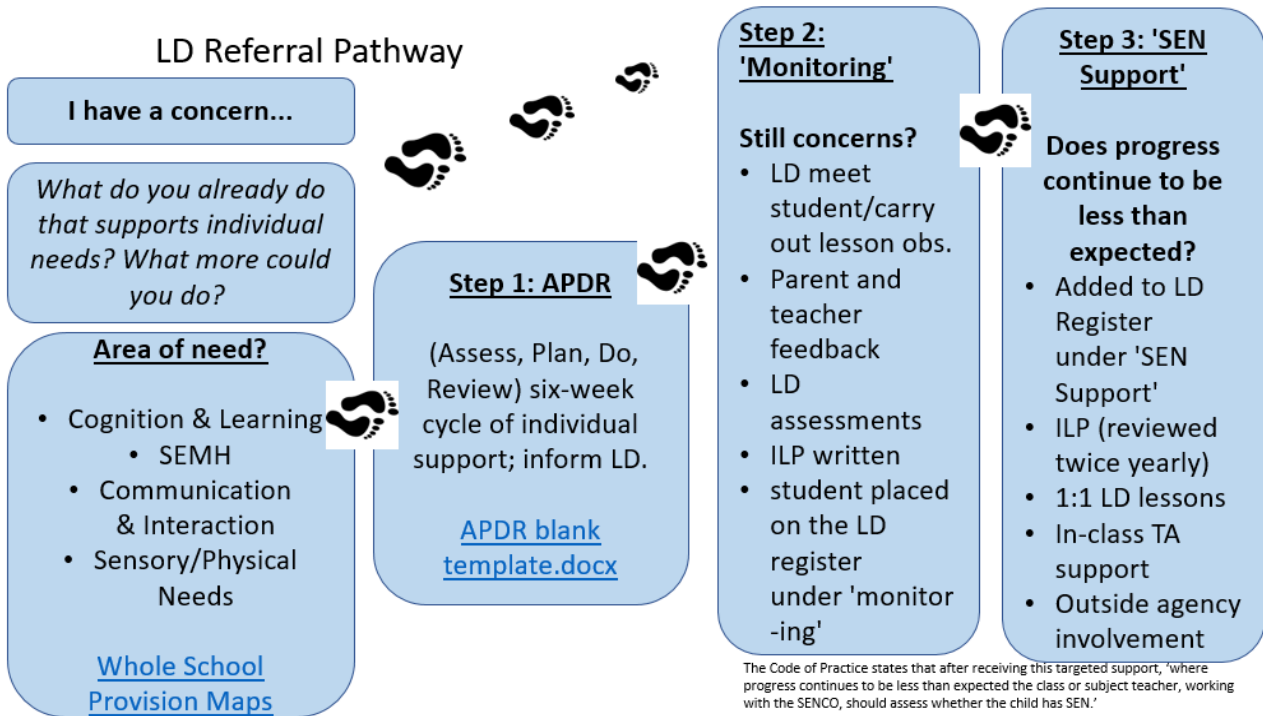
19.1. Should a parent be unhappy with the SEND provision of the Collegiate, in the first instance they should contact their child's Head of Key Stage/Year. Should the concern remain, a copy of the Complaints Procedure is available on request from the QE [website](#).

Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	<ul style="list-style-type: none">• The annual policy review concluded on 29 February 2024.• This policy was published with effect from 14 March 2024.• Signed by the Collegiate Board 13 March 2024.	<ul style="list-style-type: none">• Academic Director• Head of Learning Development	01.03.2024



Appendix A – the LD Referral Pathway





Appendix B – Specific areas of responsibility

The SENDCo

Will:

- Inform parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Parents or carers

- Parents or carers should inform the school on application and at any time during their enrolment at the school about any known or diagnosed learning needs of their child.



- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND/LDD register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending ILP review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.



Appendix C – The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DETAIL
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <p>Specific learning difficulties which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <p>Mental health difficulties such as anxiety, depression or an eating disorder</p> <p>Attention deficit hyperactivity disorder or attachment disorder</p> <p>Suffered adverse childhood experiences.</p>
Sensory and/or physical	<p>Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support to access all the opportunities available to their peers.</p>



Appendix D – Information for prospective parents

Provision of Information: Parents must provide the Collegiate with a copy of any report or recommendations which have been made in relation to special educational needs at the child's previous school or elsewhere, or during their time at Queen Ethelburga's. As dyslexia and some other learning difficulties are often inherited, it is helpful to know at the outset if either parent, or a close relation have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. .

Concerns: The Collegiate needs to know immediately if the child's progress or behaviour causes parents concern, such that further assessment and investigation can take place.

Withdrawal: We reserve the right, following consultation with parents, to ask or require them to withdraw their child from the Collegiate if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

- the child is in need of a formal assessment, additional specialist teaching, learning support or medication to which parents do not consent; and / or
- parents have withheld information from the Collegiate which, had the information been provided, would have made a significant difference to the Collegiate's management of the child's learning difficulties; and / or
- the child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the Collegiate is unable to provide, manage or arrange; and / or
- the child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which the Collegiate provides.

Alternative placement: In any of these circumstances, the Collegiate will do all that is reasonable to help parents to find an alternative placement which will provide their child with the necessary level of teaching and support.

Financial: Withdrawal of their child in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to their account.