



BURGESS HILL
— GIRLS —

Personalisation and Individual Needs Policy

1.4.4

(To include Special Educational Needs and Disabilities (SEND), Stretch and Challenge (Able Students and Scholars), Equal Opportunities and Differentiation)

This policy is prepared in accordance with the requirements of the Special Educational Needs and Disabilities Act (SENDA) and updated to include best practice promoted by the SEND Code of Practice 2014. In order to promote a personalised approach to learning, all students are considered to have individual needs with respect to their learning experience within and beyond the classroom.

Please note that our policies have been reviewed as a result of the changes proposed in the government's 2011 Green Paper and in line with the recommendations made by DfE or The Equal Opportunities and Human Rights Commission.

Education at Burgess Hill Girls should provide for the needs of each individual. Every student is entitled to an education that encourages them and motivates them to achieve their full potential. Each teaching group is made up of individuals with different concepts, aptitudes, skills and knowledge. We believe that it may sometimes be inappropriate for them to work on identical programmes of study. We also recognise that the ability range of our students is not as wide as that of the national population and that our students of average ability benefit from the opportunity to work alongside more able students in relatively small teaching groups.

Our individual needs strategies should not identify or create sub-groups within the class. They should consider the needs of **every** individual and the curriculum and organisation of the school must allow every student to learn at a pace that is both appropriate and challenging for them. Differentiation strategies should encourage and motivate rather than lead to disaffection and a lack of self-esteem. Differentiation may occur within individual teaching groups or may be achieved by making adjustments to the learning experience and programmes of individual students.

Differentiation for any individual may take place in order:

- To cater for individual ability and interest
- To aid planning procedures and target setting
- To ensure pupil achievement and success
- To enhance individual capabilities, strengths and interests
- To make assessment procedures more effective
- To make teaching and learning more effective
- To match tasks to the pupil
- To ensure that students progress at an appropriate pace
- To identify specific needs and gaps in learning
- To ensure that all students are highly motivated

The identification of the individual needs of each student

Differentiation may be appropriate for any student within a teaching group at a given time. **Two types of student** may require specific strategies within a teaching group but every individual, by definition and by right, has an individual need regardless of their aptitude and personal learning requirement.

- a) **Able pupils** – those who show particular aptitude for a subject or topic and will benefit from some extension material. Students in this category are likely to progress to A grade performance at both GCSE and Advanced Level. This group may represent the majority in some teaching groups at Burgess Hill.
- b) **Those with an individual need.** This category may include a student or students who find a topic or a subject difficult and struggle to cope with the pace of the teaching group as a whole. This group may also include students of any ability who have an individual need resulting from a SpLD condition such as dyslexia, a physical disability, or are an EAL learner. Students in this category may gain top grades but would usually be expected to achieve a minimum of a grade C at GCSE. The passive student may also be considered to have an individual need.

The above categories are not mutually exclusive and may or may not be applicable for an individual across the full range of activities or over time.

We believe that effective differentiation results in the following:

- 1 Interested, well-motivated students who respond to challenges
- 2 All students working productively on task
- 3 Students showing high levels of independence and co-operation
- 4 Students who are aware of their own progression and develop the ability to self evaluate
- 5 A high degree of pupil and teacher self-esteem as all members of the group achieve and are able to put their achievement in context.

By addressing the issue of each individual's needs, we are moving towards a classroom ethos that recognises the concept of personalised learning.

A. Extending the Able – The PACE Programme

Promoting Appropriate Challenge and Expectations

The Burgess Hill **PACE programme** is designed to support subject staff and departments in the aim of providing appropriate challenge and expectations for all students and a mechanism for extending and enriching the curriculum.

Context

Much of our success stems from a declared intention to cater for the **needs of the individual** and to nurture their skills and talents whatever they may be. We are able to achieve a **strong value added** performance as a result of the opportunity for specialist teachers to deal with relatively small numbers in a **single sex environment**. The ability to differentiate within lessons is facilitated by the fact that we teach the **top 50% of the ability range** and have an element of setting in some core subject areas. We promote the use of a wide variety of teaching styles and strategies. We therefore have a classroom environment that offers a **rich and stimulating experience** for our students and is enhanced by access to the latest technologies. Curriculum planning encourages independent learning, cross curricular initiatives, and the development of higher level study skills. Our curriculum and co-curriculum provides numerous opportunities to extend pupils of all aptitudes and abilities.

The Burgess Hill Ability Profile

National benchmarking data for target-setting and monitoring student progress is generated from MidYIS baseline tests for students in Years 7, 8 and 9 (From 1996), YELLIS testing for Year 10 (from 2014) and ALIS testing for the Sixth Form (from 2009). The success of our

PACE programme is assessed by the analysis of annual value-added data at whole school, departmental and individual pupil level.

Our average student could be identified as a little above the upper quartile (top 25%) of the national population. In a sample of a hundred students nationally, our average student would be placed about 15th and our weakest about 54th. These generalisations refer to the most recent six year period. In comparison to the entry to independent schools nationally, our “average” student is a little below the independent school average. Value-added performance across all subjects is exceptional. In this context, approximately 20% of each Year 7 group would be likely to achieve nationally recognised benchmarks as Gifted and Talented. Value-added progress to GCSE has ensured that, by the end of Year 11, in excess of 50% of a year group would satisfy national Gifted and Talented criteria.

It is our policy to promote stretch and challenge in three ways:

1. Within the classroom

- To promote cross-curricular themes, the development of transferable and independent learning skills at KS3 to allow a depth and breadth of approach and reduce repetition between subject areas
- The maintenance of an ‘able student’ register to record a broad range of progress and achievement measures for all pupils and to record involvement in opportunities for enrichment and challenge
- The appointment of an ‘Able Student Co-ordinator’ and a ‘Scholars’ Mentor’ to promote opportunities for stretch and challenge for all pupils and to encourage the sharing of best practice between departments.
- To encourage departments to run workshops, masterclasses or bring visiting speakers or outside agencies into the school.
- To promote target-setting at all levels to establish appropriate and challenging expectations that evolve during a programme of study.
- To promote a departmental focus on assessment for learning.
- To promote the provision of stretch and challenge as a focus for departmental planning.
- To promote stretch and challenge through the provision of open-ended tasks and extension activities or through the independent learning opportunity afforded by individual coursework assignments.
- To focus upon the development of independent learners.

2. A personalised curriculum

- Building our GCSE and A Level option blocks in response to the choices of each year group

- The introduction of a “Pathways” concept in the Sixth Form that allows each student to design an appropriate programme to support their individual needs and aspirations.
- Where possible, to make provision within the curriculum for a range of extension courses and qualifications.
- To make adjustments to a student’s programme, if appropriate, to promote the development of gifts and talents.
- The opportunity for students at KS4 and in the Sixth Form to undertake additional qualifications such as Greek GCSE, Statistics GCSE, Level 2 Further Mathematics, Mandarin, Chinese GCSE, The Community Sports Leadership Certificate, The European Computer Driving Licence, The Extended Project Qualification and the Level 2 Project Qualification.
- To provide a lesson allocation that allows the opportunity for exploration beyond the confines of examination syllabi and the opportunity to gain additional qualifications.
- To support the development of individual students who exhibit particular flair, gifts or talents in any area of the curriculum or extra-curricular activity through formal and informal mentoring schemes.

3. Enrichment activities

- To support students’ attendance at lectures or visits, or to enrich their classroom experience through membership of external organisations.
- To support the formation and maintenance of subject based clubs and societies
- To promote student involvement in the promotion and running of subject based activities through initiatives such as the Subject Mentors Scheme
- To develop a Life-Skills programme that focuses on the development of a range of transferable skills as well as a stimulating programme of physical, mental and intellectual challenge.
- To support the development of a broad range of extra-curricular activity.
- To support the opportunity to gain formal recognition or external accreditation of performance extra-curricular activity in Music, Drama, Physical Education, Technology, Art, Young Enterprise, Duke of Edinburgh, Debating.
- To promote fieldwork, trips and visits and as an integral part of the experience of all year groups.

To ensure the delivery of the above aims:

- Each department will ensure that the promotion of appropriate challenge and expectation (PACE) is a focus for departmental planning. Larger departments may consider that there is an opportunity for a member of staff to take responsibility for this aspect of departmental policy.
- At least one member of staff from each curriculum group attends meetings of the whole school Learning Support Group

- The promotion of appropriate challenge and expectation will be monitored through the performance management process, the tutorial programme, the Learning Support Register, Individual Education Plans, the management of Building Bridges Partnerships and the recording of all aspects of pupil achievement.

B. Senior School Special Educational Needs and Disabilities (SEND) Policy

This policy guides specific provision in the Senior School and should be read in conjunction with the Whole School Special Educational Needs (SEND) Policy Statement and the Junior School and EYFS Policy.

- The aim of the school is to encourage all children to reach their potential. All students are individuals with significant strengths. The term Special Educational Needs and Disabilities (SEND) is used to help us to identify particular teaching and learning needs, rather than to 'label' an individual student. At Burgess Hill Girls, we do not perceive learning difficulties as taboo or intellectually restricting. On the contrary, we have high expectations of all our students and we value the significant and very successful contribution made by students with SEND to the academic and cultural life of the school.
- We aim to identify those who have SEND within our school context and subject to guidelines established in the SEND Code of Practice (2014) as early as possible in their school career and make appropriate provision for the individual child, and, if felt necessary, administer additional internal or recommend external assessments.
- We provide support as a whole staff for those who have SEND (via pastoral staff meetings, Learning Support Group meetings, staff inset and liaison, teaching in class and supporting individuals in 1:1 or small group sessions where applicable.)
- We aim to foster growth in confidence and self-esteem in the individual with SEND, so that they value their individual strengths and become increasingly confident in managing their own learning needs effectively.
- We will work closely with parents to achieve these goals.

- Individual Education Plans are completed by the SEN teachers, with input from the student's subject teachers and, where appropriate, Form Tutors, when all best endeavours within regular planning have proved less than effective. The SENCO completes the form to identify the child's strengths and those areas for specific development that that can be realistically applied and measured across the curriculum, using small/specific, measurable, Appropriate/Achievable, Realistic, Time Based targets (SMART). Subject teachers will then use this to inform their planning and to track progress. The child and the parents will both be informed and involved to ensure maximum understanding of the child's areas of strength and difficulty and, where appropriate, plans should seek parental involvement to reinforce or promote progress at home. A short note of these early discussions is added to the child's records. The effectiveness of class intervention will be shared with the SENCO who will contact the parents termly.

Special Educational Needs and Disability

A person is deemed to have a disability if she has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

A student with a disability may not have a specific learning difficulty. We will endeavor to make adjustments within the learning environment for students with physical impairments so that potentially disabling effects of the environment are minimised.

The school will endeavour to make these adjustments to enable a student who fulfils the entrance requirements to have full access to the school curriculum. If we are unable to make these adjustments following our best endeavours, the school will discuss this with the applicant and their parents/ guardians.

The following supporting documents are available:

The responsibility of the SENCO

Screening for SpLDs (Specific Learning Difficulties) and other SEN.

Dyslexia, Dyspraxia, Dyscalculia, Asperger's Syndrome.

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C. Admission of pupils with Special Educational Needs or Disabilities.

Applicants who meet the selection requirements in their entrance papers and in the interview process will not be discriminated against on the basis of their Special Educational Need or Disability. The school values the concept of 'learning difference', as opposed to 'learning difficulty'. We seek to promote the strengths of diverse learning styles, recognising that all students have different strengths as well as areas of difficulty.

Adjustments such as additional time for dyslexic students can be made for prospective applicants sitting an entrance or scholarship paper, provided that the school has been informed in advance and there is documented evidence of need, such as an Educational Psychologist's (E.P.'s) assessment, or an assessment by a teacher with recognised specialist SEN qualifications. It is important that this information is provided where available so that the student with SEND is not placed at an unfair disadvantage when sitting the entrance paper.

The school reserves the right to refuse admission to a student who does not meet the admissions criteria, for example a student whose attainment in literacy and numeracy is well below average and whose needs cannot be adequately met within the classroom, or those whose behaviour would compromise their own learning or health and safety, or that of their peers. If a student with SEND requires specialist educational provision that requires additional expenditure that is not covered by the school fees (e.g. lightweight laptops for individual use, assessment by an E.P. or input from a specialist teacher additional to or different from the Learning Support Team, the school reserves the right to charge the parents at the rate that reflects the real cost of the provision.

(see appendix 1 – Reasonable Adjustment Framework)

D. Access Arrangements for GCSE and GCE 'A' levels Examinations.

Some students are entitled to 'access arrangements' such as additional time or the use of a word processor in examinations. The Awarding Bodies will require a current specialist assessment report. Please see the SENCO for further information as regulations regarding access arrangements are modified each year.

E. Meeting the needs of students with SEND in internal examinations:

The school will offer students access arrangements such as additional time or the use of a word processor in their internal examinations at Key Stage 4 and for Year 9 for internal examinations. In Years 7 and 8, the additional time allowance is allowed for within the timetabled length of the examination. Year 7 and 8 Internal tests and examinations provide important evidence of the potential need for access arrangements in external examinations. From Year 9 onwards, students are able to rehearse the use of agreed access arrangements in internal examinations.

F. Support within School

It is our policy not to withdraw students from lessons on a regular basis but to support them through differentiated, multi-sensory teaching in class. However, short term targeted individual or small group support can be negotiated with the student and their subject teacher, provided that this supports the learning in class. Some students will see the SENCO to review their needs. However, most of the support will be delivered as part of our on-going pastoral and academic programme, delivered by form tutors and subject teachers. The SENCO attends the academic monitoring meetings held annually for all year groups after the internal examinations. The SENCO or pastoral head will contact parents if a student's academic progress suggests that further support or assessment would be beneficial.

We will continue to hold high expectations of students with SEND and we will promote a positive image of SEND within the school community as a whole.

G. Dyslexia and Modern Foreign Languages

Dyslexia specialists generally agree that dyslexic children should be given an opportunity to learn a foreign language. In a natural situation, they can learn to speak a foreign language well. Some students even find their dyslexia an advantage because their oral skills are more practised.

Dyslexics learning a foreign language have to be aware that it may be a longer process for them than for others. However, it is the school's policy that dyslexic students are expected to follow the full curriculum.

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H ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The aims of EAL tuition are:-

to provide language support for those foreign students who need it to cope with normal lessons;

to build up vocabularies and grammatical ability in oral and written English using appropriate methodology;

to provide an English course as an alternative to GCSE which will fulfil university entrance requirements for pupils in Years 10 & 11 and also in the Sixth Form should it be necessary.

The management of EAL tuition

ENTRY PROCEDURE

Any prospective pupil whose first language is not English should provide evidence of their ability in English. This could take the form of our own diagnostic test, which would be sent to the prospective pupil's school or the Cambridge Preliminary Certificate. The results of this test will be used in making the decision whether or not to offer a place to the pupil. Any pupils wishing to transfer from another English school where she has been receiving EAL tuition will be given a diagnostic test as part of the entrance examination procedure. If the decision is made to accept the pupil a diagnostic test/interview will be administered by the EAL teacher to determine the pupil's current level of ability in English at the start of term. Any pupil whose language difficulties would prevent her from reaching the standard of a GCSE English course will be advised to opt for an IELTS qualification. Any pupil selected for this route would be proposed by the Head of English in discussion with the EAL Co-ordinator and agreed by the Director of Academic Development.

Reasonable adjustment (EAL)

English as an Additional Language tuition is provided within the curriculum in the following circumstances:

The costs of EAL tuition for any pupil in categories 1 – 4 will be covered by the normal cost of fees.

1. Year 9 students who have not yet acquired a level of English appropriate to the start of the GCSE courses will be withdrawn from French lessons for group EAL support
2. Pupils in Years 10 and 11 whose level of English is not appropriate for the English Language and Literature courses will be withdrawn for group EAL support to attain IELTS qualification
3. Students in Year 7 and Year 8 who need further support with English to enable them to effectively access the curriculum. These students may undertake language support assignments during Latin lessons.
4. Pupils who have been advised to opt for an IELTS qualification. Any pupil who has been advised by the school to prepare for the IELTS university entrance examinations instead of GCSE English and who fails to meet the required standard before transfer to the Sixth Form will be allowed to continue with EAL tuition in the Sixth Form with a view to obtaining this qualification. For Sixth Form students this EAL tuition would be examination orientated. It is assumed that the standard of English of any new Sixth Form entrant accepted onto an A Level course at the school will be such that the student is able to meet the demands of the course.

Pupils in categories b and c will be charged separately for the EAL tuition.

5 Any pupil who, by special arrangement comes to the school for a limited period, principally to improve her English, has EAL tuition and follows a limited number of other subjects

6 Pupils who are judged able to follow the full curriculum by the staff but request EAL tuition as additional support

7 Pupils who request a modified curriculum or who, in discussion with parents, are assessed as requiring additional EAL support on a 1:1 basis or in small groups

A leaflet is available for parents and is included in all mailings to prospective overseas students.

A letter will be sent to parents informing them of the results of any diagnostic tests in English and any decisions made concerning the form of EAL tuition their daughter will receive.

If a decision is made to direct the pupil to an EAL qualification for University entrance as opposed to following a GCSE English course a full explanation will be given to parents.

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I. Foreign Language policy for new girls in Years 7-10

From time to time a new girl joins the school without the necessary background to join the language teaching groups as designated for her year group. Whilst each case will be considered individually, based on the ability and aptitude of the pupil, it is the school's aim that all students gain some experience of a Modern Foreign Language during their secondary education. The following forms the basis of the decision making process. Any changes felt to be necessary will be made by the Director of Academic Development, in consultation with specific subject staff and tutors.

Year 7

Pupils with no previous knowledge of French

These pupils present in sufficient numbers that the language department prepares a Year 7 scheme of work to allow for such pupils to access the course. Where information is available, previous knowledge will be considered when creating language sets. Movement between sets allows girls to progress in line with their ability and aptitude.

Year 8

Pupils will normally begin Spanish or German in addition to French.

For those girls whose first language is English, it is expected that pupils will continue with both languages. For those girls for whom English is not their first language, after half a term, each individual's progress will be reviewed and their ability and aptitude in both languages assessed. A decision will be made to continue with both languages or to continue with one language and use all timetabled MFL lessons to work on that language or on extra English on an individual basis (see EAL policy). MFL will provide a suitable course which pupils can work through within the normal MFL timetabled lessons. Some additional support may be made available with the Language Assistants, if it is felt to be necessary.

Year 9

All pupils will begin one MFL, either German or Spanish, with a view to being able to continue an MFL to at least GCSE level, if a student wishes. MFL will provide a suitable course which pupils can work through within the normal MFL timetabled lessons.

EAL students will also receive three periods of additional English language lessons with an EAL specialist.

Exceptions may be made for individual pupils whose Modern Language skills and experience are limited and who join Year 9 later in the year.

Year 10

Pupils will normally take at least one MFL to GCSE level or beyond. In exceptional circumstances, such as a pupil for whom English is not their first language with no previous MFL knowledge, girls will be allowed to exclude MFL from their GCSE choices, but will always be expected to be working to a full timetable. It is strongly recommended that a pupil for whom English is their first language will include at least one MFL in their GCSE choices.

Latin

Latin is compulsory up to and including Year 9. Pupils who join the school in Years 7 – 9 with no previous knowledge of Latin will follow a specially created course, working independently in the class or alongside the class at an appropriate level.

J. COURSE CHANGES

Procedure:

1. Girl informs her Tutor that she wishes to make a change.
2. The Tutor ascertains the extent to which the proposed change has been well thought-out and refers the girl to the Director of Academic Development.
3. The Director of Academic Development discusses the request with the girl concerned and her form tutor and subject staff, so that full consultation and liaison takes place. If the request seems to be sensible, the girl is advised that a letter from her parents to confirm arrangements is necessary.

If the request seems not to be sensible, The Director of Academic Development liaises with parents, form Tutor, subject teacher and the Head, as relevant to the case, in order to progress the matter.

The outcome will either be to drop the request or to pursue it formally. If parents intend to pursue it against the Director of Academic Development's advice, the relevant paperwork will be sent to the Head to with comments and reservations.

If the change appears to be sensible or straightforward, when the requested letter arrives, the Director of Academic Development will ensure that all administrative processes are completed and that all who need to know are informed.

(A brief acknowledgement letter will be sent to parents explaining that the change will go ahead.)

If a change is not straightforward, then the Director of Academic Development and the Head will discuss and take appropriate action before a decision is made.

Sometimes a letter or other communication from parents is the first that staff know of a request to make a change. In all cases, The Director of Academic Development should be informed immediately in order to initiate the necessary processes.

K. THE LEARNING SUPPORT FRAMEWORK

The learning support framework is the mechanism that unites the variety of individual needs that make up our Personalisation and Individual Needs Policy

Aim:

To ensure that the School's Personalisation and Individual Needs Policy is promoted and supported by all staff

To ensure that the needs of every individual are recognized and addressed through the day to day activity of the School

<p>The Learning Support Framework</p> <p>Senior Leadership – Director of Academic Development</p>		
SEND	EAL	Able Students
SENCO SEND Assistant	EAL Teacher/HoD	Scholar's Mentor Able Student Co-ordinator
<p>The Learning Support Group – Subject Staff, Tutors, Support Staff</p> <p>The Learning Support Group will meet at least twice each term to discuss and promote classroom and support strategies. The Learning Support Group is open to any member of staff but there will be at least one representative from each curriculum group.</p> <p>The SEND and EAL staff will liaise with the Examination Officer and Internal Examination Officer to determine and monitor the requirement for access arrangements in internal and external examinations.</p> <p>The Learning Support Group will liaise with learning Support Staff in the Junior School to ensure appropriate provision for pupils upon entry to the Senior School. Members of the Learning Support Group will feed back to Curriculum Groups and Departments to promote appropriate strategies to support each pupil in the school according to their individual needs and abilities.</p>		

Appendix 1

Reasonable Adjustment Framework

This framework is prepared in conjunction with guidance published by the Equality and Human Rights Commission and the Equality Act 2010 and in response to reasonable adjustment duty set out by the Department for Education in September 2012.

The Act says that a pupil has a disability if they or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

Some disabled pupils will also have special educational needs (SEN) and may be receiving support via school-based SEN or EAL provision as set out in the Personalisation and Individual Needs policy.

Burgess Hill Girl will make best endeavours to ensure that disabled pupils or those defined as having a specific learning need in sections B to H of the Personalisation and Individual Needs Policy can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services which the school provides for pupils.

The case for a reasonable adjustment will be discussed with the parents or guardians of an individual pupil and the following factors will be taken into account:

- The degree that the School has endeavoured to ensure that reasonable adjustment has been undertaken as a result of the provision for SEND or EAL pupils set out in the Personalisation and Individual Needs Policy
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Physical Environment

The School recognizes the obligation to consider access for disabled pupils in the planning process for any developments in the physical environment of the school.

We will make best endeavours to ensure reasonable adjustments including the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, access to computer software, pen grips, adapted equipment where appropriate, adapted keyboards etc

Normal Provision

Our 'normal provision' is regarded as a full timetable for all students in years 7-11 and the offer of a place at the school is based upon the assessment that a pupil can access the full curriculum.

English as an Additional Language

Arrangements for EAL students in years 7-11 would be regarded as a best endeavor to provide a full curriculum entitlement for these students. We will provide a defined amount of small group EAL free of charge for Sixth Form students who are preparing for IELTS qualifications. Please see Personalisation and Individual Needs Policy – Section H

Special Educational Needs or Disabilities

Following assessment of SEND pupils by our Learning Support Staff, and where there is independent evidence from an Educational Psychologist's report or some other accredited professional, we will consult with parents and guardians. By mutual agreement, a pupil may be withdrawn from a subject or subject in years 7-11.

The SEND pupil will not be withdrawn from those students defined as our core curriculum as follows: Mathematics, English, and Science.

Additional support provided at the request of parents during curriculum time that is liberated through withdrawal from other lessons will be charged at a rate in accordance with the nature of the support given (1:1, group) and the nature of the staffing allocated. The scale of charges is reviewed annually and is available upon request.

Temporary withdrawal for focused intervention or assessment from tutor sessions or sessions at lunchtime or after school for a limited and defined period, may be regarded as a best endeavor and be free of charge.

The additional charge scale established will apply to Senior School only and senior school charges will not be used to subsidise Junior School provision.

Best Endeavours and Charges for Additional Services:

The following modifications to a pupil's taught programme may be regarded as best endeavours on the part of the School for which there would be no additional charge:

- 1 Making reasonable adjustments to a student's programme, if appropriate, to promote the development of gifts and talents
- 2 Access arrangements for Years 9, 10 and 11 internal examinations and for external assessment and examinations
- 3 Short term targeted individual or small group support by SEN staff can be negotiated with the student and their subject teacher, provided that this supports the learning in class
- 4 Year 9 students who have not yet acquired a level of English appropriate to the start of the GCSE courses will be withdrawn from French lessons for group EAL support
- 5 Pupils in Years 10 and 11 whose level of English is not appropriate for the English Language and Literature course will be withdrawn for group EAL support to attain EAL qualification
- 6 Students in Year 7 and year 8 who need further support with English to enable them to effectively access the curriculum. These students may undertake language support assignments during Latin lessons
- 7 Pupils who have been advised to opt for an IELTS qualification. Any pupil who has been advised by the school to prepare for the IELTS university entrance examinations instead of GCSE English and who fails to meet the requirement standard before transfer to the Sixth Form will be allowed to continue with EAL tuition in the Sixth Form with a view to obtaining this qualification. For Sixth Form students this EAL tuition would be examination orientated. It is assumed that the standard of English of any new Sixth Form entrant accepted onto an A Level course at the school will be such that the student is able to meet the demands of the course.
- 8 Short term 1:1 support for MFL pupils provided by Language Assistants and taking place during normal curriculum time
- 9 Meeting and support sessions for individuals or small groups provided by the Scholar's Mentor or Able Student Co-ordinator

Charges will be applied for a student who seeks additional 1:1 support from academic staff or from Learning Support Staff outside normal curriculum time.

- 1 Additional support provided by SEND staff on a 1:1 basis requested by and agreed with parents and guardians
- 2 Additional tuition outside normal lesson time requested by parents and provided by registered staff of the school including language assistants
- 3 Music or Speech and Drama lessons requested by a parent and provided by peripatetic staff. Pupils will be withdrawn from a single curriculum period on a rotation basis.
- 4 Any pupil who, by special arrangement comes to the school for a limited period, principally to improve her English, has EAL tuition and follows a limited number of other subjects.
- 5 Pupils who are judged able to follow the full curriculum by the staff but request EAL tuition as additional support
- 6 Pupils who request a modified curriculum or who, in discussion with parents, are assessed as requiring additional EAL support on a 1:1 basis or in small groups