



BURGESS HILL
— GIRLS —

Personalisation and Individual Needs Policy – Senior School	2 f
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Responsible for Initiating Review of Policy	Assistant Head (Academic)
Committee to Review	SLT
Last Review Date	February 2018
Review Period	Three yearly (note – policy continues to be under review as the school implements a new curriculum model and procedures)
Approved by (Committee and Date)	SLT February 2018
Approved by Board of Governors	TBC
Effective Date of Policy	February 2018
Next Review Date	(interim – February 2019)
Related Policies	Curriculum policy statement. Curriculum synopsis

(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 (SEND) 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. Changes to the national arrangements for Special Educational Needs began from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

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 Grades 7-9 performance at GCSE and Grade A and A* at 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 4 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 GL Assessment's CAT4 baseline tests for students in Years 7, 8 and 9, YELLIS testing for Year 10 and ALIS testing for the Sixth Form. 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 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 in the Lower School to allow a depth and breadth of approach and reduce repetition between subject areas
- The maintenance of a Scholars and Able Students 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 'Scholars' Mentor' promotes 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 academic departments.
- 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 and NEAs.
- 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
- The ‘Pathways’ concept in the Sixth Form allows each student to design an appropriate programme to support their individual needs and aspirations.
- 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 European Computer Driving Licence, The Extended Project Qualification and the Level 2 Project Qualification.
- To provide a curriculum design (choosing options in Year 8 to create a three year GCSE curriculum) that allows the opportunity for exploration beyond the confines of examination syllabi. The School’s generous A level teaching allocation of 5 hours and 20 minutes per week, in comparison to the GSA average of 4 hours 30 minutes.
- 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 Personal and 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 activities.
- 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 departments. Larger departments may consider

that there is an opportunity for a member of staff to take responsibility for this aspect of departmental policy.

- To ensure that the needs of every individual are recognized and addressed through the day to day activity of the School
- The promotion of appropriate challenge and expectation PACE will be monitored through the performance management process, the tutorial programme, the Learning Support Register, 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, 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.
- The SENCo uses the recommendations from diagnostic assessment reports to advise teachers of support strategies. These learning support recommendations are used by subject teachers to help students meet targets. In the Senior School individual targets are set by different subject teachers as is appropriate in our context.
- The child and the parents will both be informed of the recommendations from the diagnostic assessment reports 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 endeavour 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.

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 from an assessor either within the school (the SENCo) or an assessor with whom the School has an established relationship. 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 from Year 9 onwards 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, except where there is demonstrable need, 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. For a small minority of students, it may be appropriate to reduce their programme following consultation with parents. 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. In some cases, where it is deemed necessary for a student to follow a reduced programme at GCSE, additional support is offered in the released lessons.

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.

H ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The aims of EAL tuition are:-

to provide language support for those international 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 and 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 an IELTS test score. 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 to pass a GCSE English Language and English Literature 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-coordinator and agreed by the Assistant Head Academic.

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 and 2 will be covered by the normal cost of fees.

1. Pupils in Years 9, 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
2. 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.
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 additional EAL support during MFL or Latin lessons, arranged on an individual case-by-case basis in discussion with the Assistant Head Academic.

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

a 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

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

- c 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

The EAL Coordinator contacts 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.

I. Modern 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 Assistant Head Academic, 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.

Pupils will begin Spanish or German in addition to French in Year 7. The courses in both languages are designed for complete beginners.

Year 8

Pupils will elect to continue with either Spanish or German in addition to French.

For those girls whose first language is English, it is expected that pupils will continue with two 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

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 8. Pupils who join the school in Years 7 – 8 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. 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 Senior Leadership – Assistant Head Academic</p>		
SEND	EAL	Able Students
<p>SENCO SEND Assistant</p>	<p>EAL Coordinator and Heads of Department</p>	<p>Scholar’s Mentor and Heads of Department</p>
<p>Staff Briefings from SENCo and EAL Coordinator</p> <p>Each half term there are staff briefings devoted to SEN and EAL (led by the SENCo and EAL Coordinator) at which all teaching staff are updated on students’ progress, made aware of individuals’ classroom needs and informed of appropriate strategies to support each pupil in the school according to their individual needs and abilities. Minutes are taken at these briefings and shared with all staff.</p> <p>The SEND and EAL staff will liaise with the Examination Officer and Assistant Head Academic to determine and monitor the requirement for access arrangements in internal and external examinations.</p> <p>The SENCo and EAL Coordinator will liaise with learning support Staff in the Junior School and, where relevant, prospective pupils’ current schools, to ensure appropriate provision for pupils upon entry to the Senior School.</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*

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 endeavour 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 with parents’ consent 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 endeavour 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 Pupils in Years 9, 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 an EAL qualification
- 5 Students in Years 7 and 8 who need further support with English to enable them to effectively access the curriculum. These students may undertake language support work during MFL or Latin lessons.
- 6 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 Language and English Literature 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.
- 7 Short term 1:1 support for MFL pupils provided by Language Assistants and taking place during normal curriculum time
- 8 Meeting and support sessions for individuals or small groups provided by the Scholar's Mentor.

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 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