

Queenswood



Personalised Learning Policy (PLC)

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Introduction

Personalised Learning is at the heart of our provision at Queenswood and we are committed to ensuring that all pupils have the opportunity to fulfil their academic potential.

This policy reflects the requirements of the Children and Families Act 2014, and the SEN and Disability Code of Practice 0-25 years (SEND Code of Practice 2014) and subsequent updates.

The Code requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Queenswood is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and the curriculum.

Special Educational Needs and Disabilities (SEND) refers to any circumstances resulting in an individual pupil requiring additional or different help to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include communication and interaction, cognition and learning, social, emotional, and mental health, sensory and/or physical needs.

Queenswood recognises gifted and talented pupils as having special educational needs, and individual teachers differentiate their work in response to the needs of this group. These pupils are recognised in several ways, for instance as scholarship holders or as members of specific departmental activities (see Scholar's Policy).

At Queenswood, we also recognise pupils with English as an Additional Language (EAL) as having special educational needs and they are supported by the EAL department.

This policy should be read in conjunction with:

- Scholar's Policy
- Disability policy
- EAL policy
- Admissions Policy

The aims and objectives of this policy are:

- To address the learning needs of pupils so that all may reach their full potential;
- To identify, support and monitor the progress of those pupils with personalised learning needs;
- To develop self-esteem;
- To liaise effectively with all academic and pastoral staff who are involved in the education and care of the pupils;
- To create an ethos where pupils and their parents can feel comfortable with personalised learning;
- To communicate effectively with parents in order to support the pupil;
- To ensure that Queenswood does not discriminate and shows respect for all protected characteristics including disability and SEN.

Personalised Learning is under the management of the SENCO, and all pupils are able to access support in the Personalised Learning Centre. Furthermore, the SENCO is available at all Parents' Meetings so that parents of pupils can discuss progress.

Identification of Personalised Learning needs

At Queenswood, we endeavour to identify pupils' SEND needs as early as possible. Upon arrival, all Year 7 pupils take a screener test. Any students highlighted in the screener test will be followed up or monitored in accordance with their needs.

It is recognised that the need for personalised learning can arise at any stage during a pupil's school career. Other ways of identifying pupils' needs include:

- Pupils may enter the school with an Individual Education Plan or Education, Health and Care plan Academic Scholars;
- They may have an existing Educational Psychologist report or previous history of SEND needs or provision at a previous school;
- A teacher may raise concerns that a pupil may have SEND at any point in their school career – it is not unusual for problems to be masked by high performing pupils;
- We may carry out in-house assessments following a new diagnostic report

It is recognised that most teenagers need to overcome learning hurdles during their education: this is not necessarily symptomatic of a Specific Learning Difficulties and non-specialist and subject specific advice may be given by Heads of Year, Department or Faculty.

It is important to note that not all pupils are disabled by their SEN and not all disabilities result in SEN.

Diagnosis and assessments

All diagnostic assessments are private arrangements between parents and the assessor. However, as an examination centre, the School is required to needs to follow guidelines outlined by Joint Council for Qualifications (JCQ). Where applicable, parents will be encouraged to use a specialist within whom the School has an established working relationship to meet the JCQ requirements.

For those in Year 9 and above, a qualified assessor in PLC will carry out examination Access Arrangement assessments where applicable.

Delivery of SEND support

Queenswood seeks to promote a whole school policy approach through which all members of staff are aware and informed of the needs of all pupils with SEND. Our practices are designed to enable SEND pupils to access the curriculum, co-curriculum and public examinations, and to help such pupils improve their academic skills and learning strategies, to take responsibility for their own learning and understand their learning profile.

The School has a duty under the SEND Code of Practice 2014 to ensure that less favourable treatment does not occur in the following areas:

- Curriculum

- teaching and learning
- timetabling, classroom and school organisation and setting
- serving of school meals
- interaction with peers, societies, and activities
- assessment and exam arrangements
- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

Queenswood will, wherever possible, make reasonable adjustments to allow SEND pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty, the School also has to consider:

- the need to maintain academic, musical, sporting, and other standards for the pupil body as a whole;
- the financial resources available to the school;
- the health and safety requirements – the SEND Code of Practice 2014 does not override the School’s duties under Health and Safety legislation
- the interests of the other pupils and persons who may be admitted to the school as pupils

If a pupil’s co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible.

Responsibility of coordinating SEND provision in practice across the school rests with the SENCO (Assistant Head PLC) who reports directly to Senior Deputy Head whilst subject teachers are responsible for the progress and development of the pupils in the class.

The effective inclusion of **all** pupils is achieved through Quality First Teaching. It is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs. Quality First Teaching occurs when:

- instruction is based on careful modelling and scaffolding;
- teaching facilitates multisensory learning experiences;
- teaching materials are carefully differentiated;
- teaching is based on clear objectives that are shared with pupils and returned to at the end of the lesson;
- links are made to previous learning and learning in different contexts;
- new vocabulary is carefully explained;
- regularly monitor students provision.

* In some cases an additional cost to the parent might be involved.

For pupils who has been identified by the SENCO to benefit from additional assistance may be supported in a number of ways including:

- Individual Education Plan
- ‘In class’ support in lessons
- Intervention lessons to support with literacy
- One to one sessions with a member of PLC staff
- Support during study periods
- Personalised curriculum where necessary

Other related school policies and procedures

- Accessibility Plan
- SEND policy