



**Queen's College, London &
Queen's College Preparatory School**

SEND & EAL Policy

Due for review Summer Term 2025

Special Educational Needs & Disability (SEND) Policy

Queen's College, London comprises of Queen's College ("the College"), operating at 43-49 Harley Street, [for pupils aged 11 to 18 years] and Queen's College Preparatory School ("the Preparatory School") operating at 59-61 Portland Place [for pupils aged 4-11], collectively referred to in this policy as the School unless otherwise stated.

Aims

The aims of this policy are to:

- deliver a whole school approach to SEND, with teachers at the heart of the SEND support system, supported by the Special Educational Needs Coordinator ('the SENCo') and the senior management team
- take into account the views of the pupils and their families and enable them to participate in decision making
- actively promote the well-being of pupils
- collaborate where necessary with partners in education, health and social care to provide support
- identify the learning needs of the pupils and make high quality provision to meet the needs of pupils
- focus on inclusive practices and remove barriers to learning;
- help the pupils to prepare for adulthood
- enable all pupils to achieve their full potential and to maintain self-esteem in the process
- promote good practice in our identification and management of special educational needs
- explain the support we can provide for children who have learning difficulties and the cooperation we will need from parents;
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This policy can be made available in large print or other accessible format, if required.

"Special educational needs" and "learning difficulty"

Children's needs and requirements fall into four broad areas of need, as set out in the Code of Practice, 2014:

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health
- Physical and/or sensory needs.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty 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 (The School's Disability Policy is available on request from the School Office);
- are under five and fall within the definition above, or are likely to do so when of compulsory school age, if special educational provision is not made for the child.

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 and whose ability to learn is, therefore, impeded will be provided with appropriate support provided they meet the School's academic criteria. See Appendix 1 for a statement on the School's policy for pupils with English as an additional language (EAL).

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.

The expression "learning difficulty" covers a wide variety of conditions including those related to cognition and health.

Learning difficulties may affect children regardless of IQ and academic ability. Sometimes a child's learning difficulty becomes apparent as they get older, when the educational pressures tend to increase.

The term 'neurodiversity' is widely used in both schools. This helps to promote the view that neurological differences are to be recognised and respected as any other human variation. Neurodiversity encompasses all specific learning difficulties (SpLD), many of which co-occur or overlap.

Special Educational Needs Coordinator (SENCo)

Ms CE Curtis fulfils this role in the College and leads the Neurodiversity and Adapted Learning Department alongside Ms N Rehmat, the Assistant SENCo. Ms G. Habanananda is the Assistant Head (Inclusion) and SENCo at the Preparatory School and leads the Learning Enhancement department alongside Mrs Cliodhna Moore, Learning Enhancement teacher and Head of Able, Gifted & Talented. The SENCo has responsibility for:

- ensuring liaison with parents and other professionals in respect of a child's special educational needs
- advising and supporting other staff in the School
- ensuring that any Learning Support Register, chart of Learning Support Progression and Learning Support Plans are in place and implemented effectively
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Leading the exam access arrangements/reasonable adjustment process within the school. Identifying, implementing, and applying for appropriate access arrangements. Ensuring paperwork is maintained in line with JCQ and Cambridge regulations. Assessing all new admissions, to the Preparatory School including 4+, 7+ and occasional places, alongside the admissions team.
- Evaluating and reviewing the policy regularly and monitoring its implementation i.e. overseeing its day-to-day operation
- Coordinating SEND and Learning Support provision within the School
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- Ensuring that SEND and Learning Support records are properly kept
- Advising on pupil assessment within the School when concerns are raised
- Working in collaboration with relevant staff to produce and review the individual education plans
- Liaising with and advising colleagues on planning appropriate strategies for learners with SEND
- Liaising with outside agencies
- Organising pupils and outside agencies to work together within the school day
- Liaising with Form Teachers and parents as appropriate, providing feedback and involving them in implementing a joint learning approach at home and school
- Supporting and liaising with Learning Support staff deployed within the school
- Sourcing and ordering resources for SEND and Learning Support provision;
- Updating professional knowledge of the government's changing policies with

- regard to Special Educational Needs, as well as attending relevant courses
- (repetition?)
 - In the event of an application for a Statutory Assessment, the SENCo must collate all the necessary paperwork required by the Local Education Authority (LEA). If a pupil has an Education Health and Care (EHC) plan, the SENCo is responsible for coordinating the provision and organising the Annual Reviews as relevant
 - Managing the physical spaces allocated to Learning Support provision
 - undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs

The Learning Support Register

The SENCo will ensure that an appropriate Learning Support Register, chart of Learning Support Progression or Learning Support Plan is in place and regularly updated and shared with teaching staff as appropriate. This will be prepared in consultation with the parents and, if appropriate, with the pupil and will include:

- the adjustments, interventions and support required to meet the outcomes identified for the pupil
- the expected impact on the pupil's progress, development or behaviour, as appropriate
- clear dates for review

In carrying out the review, the SENCo will consider:

- the effectiveness of the support and interventions and their impact on the pupil's progress
- the views of relevant teaching staff, the parents and, if appropriate, the pupil
- any changes that are required to the support and outcomes set for the pupil.

*** Code of Practice**

This policy complies with the statutory requirement set out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (2014), Part 3. It refers to the following guidance and documents:

- Access Arrangements and Reasonable Adjustments, Joint Council for Qualifications (2023)
- Equality Act 2010: advice for schools DfE (May 2014) . Technical guidance for schools in England (updated 22 September 2023)

- ISI Handbook for the inspection of association independent schools and registered early years settings. (effective from 1 September 2023) Schools Guide to the 0-25 SEND code of Practice, DfE (September 2014)
- SEND Code of Practice 0-25 (2015)
- SEND Review, DfE (September 2022)
- SEND and alternative provision improvement plan, DfE (March 2023)

In general, the approach will be cautious so as not unnecessarily to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

Admissions

The School is academically selective and places very great importance on the nurture and development of each individual pupil. The School measures its success by the development of each individual and welcomes all pupils who are able to make the most of the opportunities on offer at Queen's. Pupils must meet the required standards in the College's entrance examination and have an interview with the Principal or other member of staff in order to be offered a place.

The School adheres to the guidelines of the Joint Council for Qualifications (JCQ) with respect to exam access arrangements. We will work with parents and the candidate's current school in order to make reasonable adjustments to our admissions procedure for any candidate with SEND and for whom there is appropriate evidence of need and normal way of working. A copy of an educational psychologist's report or a medical report is required to support a request for special arrangements, such as extra time in the entrance examinations.

Alternative Welfare Needs

Welfare needs

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's tutor or Deputy Head (Pastoral) to discuss their concerns in private at any time.

Additional barriers

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for

those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular:

- not to make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- that pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Child Protection and Safeguarding Policy and Procedures.

Disability

The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School (see below).

Alternative Arrangements

Withdrawal

The School reserves the right, following consultation with parents, to ask or require parents to withdraw their child from the School if, in their 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 School which, had the information been provided, would have made a significant difference to the School'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 or Headmistress, the School is unable to provide, manage or arrange;
- 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 School provides.

Alternative placement

In any of these circumstances the School will do what is reasonable to help parents to find an alternative placement which will provide the child with the necessary level of teaching and support.

Financial

Such withdrawal of a pupil will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the fee-payer's account.

Implementation and Procedures

Identification and assessment of SEND

The College

New applicants to the College are asked to submit any information such as records of previous learning support, copies of assessments undertaken by previous schools, or reports from educational psychologists. If appropriate, the College may liaise with the previous school to ensure that all reasonable adjustments are made.

Monitoring takes place throughout the year to identify pupils who may need learning support. Year Tutors, Heads of Section, and the NAL Department meet regularly to review progress.

The College uses a range of screening and assessment tests at certain points in the school year. These may include MIDYIS, Lucid and other specialist assessments. Results may be used to monitor progress, identify support needs and interventions.

Pupils may be referred to the SENCo or NAL (the Neurodiversity and Adaptive Learning) Department at any time by members of staff.

Parents and pupils are encouraged to discuss any concerns they may have regarding learning support with the SENCo or NAL Department

In identifying a pupil as needing SEN support, the NAL Department works with the teachers to carry out a clear analysis of the learning needs. This draws on the teachers' assessment and experience of the pupil, their previous progress and attainment as well as their development in comparison to their peers and national data, the views and experiences of the parents, the pupil's own views and, if relevant, advice from external support services.

SEND Support - a Graduated Approach

Where a pupil is identified as having SEND, the College takes action to remove barriers to learning and put effective support provision in place. This SEND support takes the form of Assess-Plan-Do-Review, as recommended by the SEND Code of Practice (2015). This enables earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Learning Support Register

Once a pupil is identified as having SEND, they are placed on the Learning Support Register, which records their exam access arrangements and details any reasonable adjustments. All teachers have access to the Learning Support Register, and it is regularly updated.

The Learning Plan

In some cases, the pupil and the NAL Department create a formal Learning Plan. The Learning Plan briefly summarises the particular difficulties experienced by the pupil and suggests strategies to address the difficulties. Any important supplementary information considered important for the classroom teacher may also be included on the Learning Plan. Pupils are encouraged to take ownership of their plan and to be fully involved in the review cycle. A copy of the Learning Plan will be sent to a pupil's parents, as well as to the Form Tutor and all relevant teachers. Learning Plans are revised annually and are available to staff. They are working documents so may change within the course of a year as progress is made and learning goals evolve.

Staff Training

Regular training is provided to staff on particular issues in SEND such as Autism Spectrum Condition so that each teacher can provide high quality, differentiated teaching that is tailored to suit an individual pupil's learning needs and style. Teaching and Learning briefings and INSET are amongst the most appropriate settings for this regular training.

Specialist Support Teaching

The College recognises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The SEND Code of Practice (2015) suggests that 'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.' (Section 6.37)

If it is appropriate, one-to-one learning support sessions may take place with a member of the NAL Department. The department consists of specialist teachers and learning support assistants, with experience of supporting students with SpLD's and

other learning needs. The focus of the sessions will be agreed at the start may include literacy development, study skills, executive function coaching and strategies to aid wellbeing. The sessions will fit around a pupil's curriculum timetable in order to cause the minimum of disruption. The NAL Department works closely with the pupil and their teachers in order to help overcome any barriers to learning that their difficulties present, keeping parents informed at every stage. Each pupil is different and thus individual teaching tailored according to individual needs. Typically a pupil might have 4-6 sessions. Sometimes only one or two sessions are required; some pupils maintain a long-term relationship with the NAL Department and have regular sessions as needed.

Access Arrangements for Public Exams

Access arrangements may include extra time, supervised rest breaks, the use of a word processor or modified papers. They are determined by the SENCo, in line with the current Joint Council for Qualifications (JCQ) regulations (www.jcq.org.uk).

In order to apply for exam access arrangements relating to specific learning difficulties such as dyslexia, the SENCo normally conducts an assessment at the beginning of the pupil's GCSE or A-level studies.

Privately commissioned reports do not meet the JCQ requirements, so it is very important that parents discuss any assessments with the SENCo **before** any outside assessment takes place.

In addition to this, there must be evidence of the following:

- The candidate has persistent /significant difficulties and/or is disabled within the meaning of the Equality Act 2010;
- The current difficulties substantially impact on teaching or learning in the classroom;
- How teaching staff have been involved in determining the need;
- That without the arrangements the candidate would be at a substantial disadvantage when compared with non-disabled candidates;
- That the arrangement continues to be the normal way of working as a direct consequence of their disability.

Where a learning difficulty specifically relates to the following conditions, alternative evidence may be required and should be discussed with the Learning Support Coordinator:

- Autistic Spectrum Disorder (ASD);
- Social, Mental and Emotional needs;
- Speech, Language and Communication needs;
- Medical conditions.

Referrals for Educational Assessments

Where an external assessment is required for (e.g. for a suspected ADHD diagnosis), the College is committed to making a referral to a regulated professional and we will work with two chosen professionals. The College has concerns as to the unregulated nature of the diagnostic market and the assessment tools that some professionals are undertaking. The College is committed to completing one paper copy of a relevant questionnaire which must come directly to the Neurodiversity department, and cannot involve parents seeking to liaise directly with classroom teachers.

The Preparatory School

At the Preparatory School the criteria used to identify the possibility of a special educational need (including physical and psychological impairment) or a more general need for additional learning support, include tracking and monitoring of attainment by the teacher as part of the school's on-going assessment procedures.

Formal assessments procedures include:

- Tracking attainment and progress half termly in English, mathematics and at the end of each unit in science;
- Tracking attainment and progress in other non-core subjects;
- Annual standardised Cognitive Ability Testing (CAT4) in Verbal Reasoning, Non Verbal Reasoning, English and mathematics for Years 1 to 6;
- Reading benchmarking in Reception, Year 1 and Year 2;
- Phonics screening in Years Reception, 1 and 2.

Analysis of these results should lead teachers to note any apparent discrepancy between inherent ability and performance/attainment, e.g. if a child:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The class teacher will keep any relevant evidence for consideration and discussion e.g., standardised test scores, unaided written work, maths and behaviour profile, and discuss any concerns initially with the Learning Enhancement Team.

Procedure (Graduated Responses)

The Preparatory School uses a defined, staged process for the identification and remediation of SEND and Learning Difficulties. When a pupil is identified as having a need, the school should take action to remove barriers to learning and put effective

provision in place. Support should take the form of a graduated approach, by using the four-stage cycle of assess-plan-do-review (Code of Practice 2015). If a member of staff has cause for concern about a pupil, the procedure outlined below should be followed.

(NB: An external assessment by an Educational Psychologist, Occupational therapist or Speech and Language therapist may be sought by parents at any time either independently or at the suggestion of the SENDCo or subject teacher in consultation with SENDCo.)

Stage 1: (Initial Concerns)

It is desirable to identify a concern at the earliest opportunity, and the Form Teacher and Assistant Head (Inclusion) will discuss ~~informally~~ the support that can be put into place at this stage.

During termly pupil progress meetings (PPM) staff will formally highlight the difficulties some pupils may have, and interventions may be put into place, run by either the Learning Enhancement Department, the class TA or Form Teacher. These interventions may take place within the lesson, or outside of lessons. They may be 1:1 support or small groups. Progress is reviewed and amended if necessary (assess-plan-do-review). A whole school provision map highlights each intervention that is taking place and who is running this.

At this initial stage, teachers should have a conversation with the parents explaining what the concerns are, how the school is looking to address these and provide any suggestions for home-school support.

The form teacher/subject teacher and Assistant Head (Inclusion) will review the support as appropriate within the PPM's and will decide upon the following action:

- a) The child has responded to the strategies put in place. *Action: Intervention/support to be reduced or discontinued.*
- b) The child has made progress over the period of time but is still not secure in the area. *Action: Intervention/support to be continued/reviewed*
- c) The child has made little or no progress since strategies were put in place. *Action: Teacher to meet with SENDCo to discuss new strategies and plan next steps. This should also be discussed with the parents.*

Class teachers or subject teachers, as appropriate, may have a discussion with children to see how they feel about the progress. This information may be used to inform future targets.

Stage 2: Individual Education Plans (IEP)

A pupil will move to Stage 2 if little or no progress has been made after an appropriate time and a range of strategies have been employed. At this stage, the pupil will be put onto the Learning Enhancement Register and the difficulty/area of need identified, where appropriate.

1. A pupil whose individual difficulties/needs cause ongoing and persistent concern, despite a range of appropriate strategies and time frame, will move to the next phase of support known as **Stage 2**. This will take place after discussion with the Assistant Head (Inclusion), form teacher, class teacher or subject teacher as appropriate and the Deputy Head (Academic)/Deputy Head (Pastoral), as appropriate. The Headmistress will be made aware of the discussion.
2. The class teacher or subject teacher as appropriate will meet and discuss the concerns with the Assistant Head (Inclusion), who will decide whether or not the child will receive targeted learning support and of what type, based on the evidence presented.
3. The Form Teacher or subject teacher as appropriate will contact the parents and invite them in to discuss the situation with the Assistant Head (Inclusion) and Form Teacher.
4. A formalised plan may be established with SMART targets and placed in the Learning Enhancement Area by the Form teacher or subject teacher as appropriate. It is the class or relevant subject teacher's responsibility to ensure that the targets are made known to all subject teachers where appropriate.
5. Parents will be invited to meet to discuss the progress and attainment, and new targets will be handed to the parents during this meeting (together with their child if appropriate).
6. The teacher in consultation with the Assistant Head (Inclusion) will determine the level and type of learning support to be provided to each child according to their needs and resource availability. The support will be implemented across the curriculum where appropriate and resources being available. Pupils may have one-to-one and/or small group support in or outside lessons. Such support will be coordinated by the Assistant Head (Inclusion) and relevant teachers, and a detailed record kept of that support.
7. If good progress is made the pupil may remain at Stage 2.

8. The class teacher or subject teacher may have a discussion with the pupil to see how they feel about their progress. This information may be used to inform future targets.

Stage 3: External Specialist Assessment

If the child still causes concern, despite the implementation of strategies suggested on the support plan, the Assistant Head (Inclusion) will contact the parents and recommend consideration of an in-depth assessment by the relevant specialist agency e.g., an Educational Psychologist. This will be at the parents' expense.

Triggers for this action could be that the pupil:

- Makes little or no progress even when teaching approaches are targeted towards a child's identified area of weakness.
- Shows signs of unusual difficulty in developing literacy or numeracy.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems and continues to make little or no progress.
- Has communication and/or interaction difficulties and continues to make little or no progress.
- Shows a discrepancy between her Developed Ability score or other standardised scores and performance.

Reports from these specialist agencies will be copied and placed securely in the pupil's file on Schoolbase. The results and recommendations from assessment(s) will be used to inform the support and it will be modified accordingly.

It is expected that staff who work with pupils at Stage 3 have full awareness of all the professional reports available to the school which will be held securely on Schoolbase. Each time a report is received, the Assistant Head (Inclusion) will summarise its findings and recommendations in a staff meeting. Progress at this Stage will be monitored and reviewed termly (or earlier if appropriate) by the form teacher, specialist teacher(s) and Assistant Head (Inclusion). Dependent of the progress made, the pupil may remain on the support register or may even in time be removed from Learning Enhancement Register/cause for concern of those requiring SEN/learning support. The decision will be made in consultation with parents.

If a pupil fails to make appropriate progress despite intervention, it is likely that the Headmistress may discuss the possibility of an alternative school for the child in order to best support her needs.

Stage 4: (Statutory Assessment) - Education, Health, Care Plan

Rarely, some pupils have clear difficulties where academic or emotional progress is limited. In these cases, after consultation with parents, teachers and outside

agencies, the school may need to make a request for a Statutory Assessment. Parents also have the right to request an assessment. The Assistant Head (Inclusion) will gather all the relevant documentation such as support plans, records of meetings, views of the parents and pupil, outside agency documents and reports and levels of attainment. A request will be made to the Local Education Authority (LEA) for a Statutory Assessment of the pupil. In the case of our school the LEA is Westminster. The LEA will consider the evidence and decide within 6 weeks if it is willing to carry out the Assessment. On the basis of the Statutory Assessment a decision will be made as to whether or not to issue an EHCP. If this is granted by the LEA, the Assistant Head (Inclusion) will coordinate EHCP provision and organise Annual or Six Monthly reviews as dictated by the SEN Code of Practice.

To read more about LEA Westminster's local offer please click on the following link: <https://www.westminster.gov.uk/local-offer>

Parents and the School 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 School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan, the School 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 School. The School 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 School is named in Section I of the EHC plan. In all other circumstances charges (for example additional Learning Support provision outside that outlined in the EHCP or for Diagnostic assessments) 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.

Information sharing and parent involvement

Information: Parents must inform the School at the point of applying for a place, if they know of any special educational needs which their child may have. Parents must also provide the School 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 within the last 3 years.

Concerns: The School needs to know immediately if a child's progress or behaviour causes their parents concern, so that they can devise and agree a strategy with the parents.

Consultation: The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

Training

The School ensures that regular guidance and training are arranged on induction, and at regular intervals thereafter, so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. The level and frequency of training depends on role of the individual member of staff. The School maintains written records of all staff training.

Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

More Able / Gifted and Talented

The School has a More Able Policy which provides clear guidelines on provision for more able pupils at QCPS and a scholars' programme at QCL.

At QCPS, pupils with talents or who are academically gifted are formally identified during Pupil Progress Meetings. Alongside the Form Teachers and Assistant Head (Inclusion), the Head of Able, Gifted and Talented will help to tailor support to meet their needs. The Head of Music, Art, Languages and Sport will also contribute to this and highlight those who are excelling in their subject. Additional lessons may take place in school or outside of school hours based on the needs of the pupils through:

- The identification of the particular needs of gifted and talented children in all our planning
- The provision of appropriate resources
- The encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical
- Flexibility of organisation which might include withdrawal, setting for a particular subject, cross-curricular enrichment projects or partial acceleration,

thereby providing opportunities for the able child to work with others of similar ability

- Celebration of achievement
- The provision of appropriate challenge through high quality tasks for enrichment and extension which will always be available (not “more of the same”), growing out of the subject/topic being studied by the whole class
- Planning work so that extension tasks are always available for able children, allowing for flexibility to adapt to changing needs/directions
- The provision of wide variety in what we prepare for the pupils and in what we ask them to do for us
- The setting of individual targets, not class targets
- The setting of individual homework tasks

Appendix 1. English as an Additional Language (EAL) Statement

In order to cope with the academic demands of Queen’s, pupils must be fluent English speakers. As an academic selective school, almost all EAL pupils at Queen’s function adequately in social and more formal, academic settings, but may have difficulty with the subtleties and nuances of higher order level English. There are also some pupils who function effectively in social and non-academic situations but find the demands of academic learning and subject specific vocabulary difficult.

Pupils who are learning English as an additional language (pupils whose first language is not English) may be referred to the SENCo/NAL /Learning Enhancement Department for EAL support. The support will focus on developing the skills the pupil needs for the curriculum, which may include, for example, reading comprehension, vocabulary building and writing skills support. The main goal of EAL support at Queen’s is to ensure that pupils reach their full potential and are able to have equitable access to the mainstream curriculum. A Learning Plan with subject specific strategies may be created and sent to relevant teachers.

A pupil will not be regarded as having a learning difficulty solely because English is not the language spoken at home. However, EAL pupils who do have SEND will have equal access to the support provided by the SENCo/NAL /Learning Enhancement Department