

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY POLICY (SEND) & POLICY FOR SUPPORTING PUPILS AT SCHOOL WITH MEDICAL NEEDS

SEND POLICY

- The person with overall responsibility for the School's SEND policy is the Head Teacher.
- The person responsible for day-to-day implementation of the SEND policy in Senior School is the Lead SENCO, Mrs Clare Alexander.
- The person responsible for day-to-day implementation of the SEND policy in the Junior School and in EYFS is the SENCo Junior School, Mrs Rachel Savva.
- The GDST as proprietor has oversight of SEND provision at the school.
- The Governor with specific responsibility for SEND is Tim Calvey

At Northwood College for Girls GDST, we are committed to offering all pupils a broad and balanced curriculum to ensure their best possible progress. We follow the principles detailed in The Special Educational Needs and Disability Code of Practice (2014 - updated 2020) and the Equality Act (2010), as appropriate for our school. This policy should be read in conjunction with the school's Accessibility Plan.

Our commitment is based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children are special, different and have individual needs.
- All children are equally valued within our school and have a right to voice their views.
- All children have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.
- Children with special educational needs and/or disability occur in every classroom. Every teacher in school teaches children with special educational needs and/or disability.
- Every member of staff has regard to the needs of the individuals within the school.
- Pupils and parents are valued as genuine partners.
- All children should be supported to succeed to their individual potential

The following abbreviations have been used throughout this document:

NWC GDST	Northwood College for Girls GDST
EAL	English as an Additional Language
SENCO	Special Educational Needs Co-ordinator
HoY	Head of Year
HoD	Head of Department
LST	Learning Support Teacher
SEND	Special Educational Needs and/or Disability

SEND Policy Objectives

- to apply a whole school policy to meeting every child's individual needs
- to identify, at the earliest opportunity, any child with SEND and ensure that her needs are met
- to ensure that children with SEND are included in all the activities of the school if at all possible
- to ensure that all learners make the best possible progress
- to ensure that all parents are informed of their child's special educational needs and/or disability and the provision in place for those needs; and that there is effective communication between parents and the school
- to ensure that learners express their views and are involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Definition of Special Educational Needs

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them" (SEND Code of Practice 2014).

A child of compulsory school age or a young person has *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age, or;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools, and post-16 institutions within the area of the local education authority;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

A *disabled* person is defined by the Equality Act 2010 as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This definition includes long-term medical conditions such as asthma, diabetes or cancer.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally made for other children of the same age in schools, nursery schools, post-16 institutions or by early years' providers. For children under two years of age, special educational provision means educational provision of any kind.

In accordance with the DfES Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because their home language is different from the language in which they are taught. Provision for those pupils experiencing difficulties because English is not their first language or home language is set out in a separate policy.

The School in Context

NWC GDST is an independent day school for girls from 3 -18 years. The school is selective and offers places to children with a range of specific learning difficulties, such as dyslexia, dyspraxia, ADHD and autistic spectrum condition, who meet our entry criteria and for whose needs we are able to provide

appropriate support. The SENCOs and LST are qualified to teach and assess students with dyslexia/specific learning difficulties. We also offer places to children with disabilities, physical impairments and/or long-term medical conditions, if we feel that we can provide appropriate support for their learning needs. We try to ensure that, wherever possible, all pupils have the same access to all areas of the curriculum. Differences in programmes of study only occur on rare occasions where this is in the best interests of the pupil.

Including Pupils

The school recognises that pupils with SEN/disabilities often have a unique knowledge of their own needs and circumstances. They will be encouraged to take responsibility for their own learning and to fully participate in all the decision-making processes that occur, including:

- the assessment of their needs;
- the arrangement of provision;
- the annual review, where applicable.

Admission Arrangements

In accordance with our Admissions Policy, prospective pupils are assessed on the basis of their academic suitability for the school. Our admissions criteria and policy will not disadvantage applicants with special educational needs or disabilities. Discussions about the support required for such pupils will be independent of the admissions assessment. Where a girl has already been identified with a specific learning difficulty and/or disability and is normally allowed special arrangements in exams, the school will follow the North London Schools Consortium guidelines which require an assessment confirming that the pupil has a below average score standardised score in one or more areas affecting speed of working. Where a candidate has complex needs the school will require a letter from a specialist medical practitioner, a Local Authority Specialist Service, a Speech and Language Therapist (SaLT) or a current Education, Health and Care Plan. Parents are requested to forward the relevant documentation to the Admissions Officer, who will pass them to the SENCO to confirm the pupil's eligibility for exam access arrangements.

Equal Opportunities

Consistent with the school's policy on Equal Opportunities, the school is committed to ensuring, through making all practicable and reasonable adjustments, that each pupil has equal access to the curriculum and equal opportunity to fulfil her promise and potential, whatever her ethnic, linguistic, cultural and religious background, special educational need and/or disability, subject only to any overriding health and safety considerations.

The Senior Deputy Head with responsibility for Pastoral Development and Well-being will retain an overview of the progress and performance of pupils with special educational needs and/or disability through her work with the HoYs.

The SENCOs in Senior School and Junior School will oversee the day-to-day operation of the SEND policy.

SEND provision in Senior School

Special Facilities

At NWC GDST, the SENCO and LST are accommodated in rooms on the ground floor of Upper School. The School does not have a special unit. There is a lift in the Performing Arts Centre and another in the Pavilion; pupils who are physically disabled have access to all rooms in these buildings. Any lessons in the areas of the Senior School which have restricted access are timetabled, as far as possible, in teaching rooms which are accessible to pupils who are physically disabled. Disabled toilet facilities are located in the Pavilion, Performing Arts Centre and Sports Complex.

Responsibilities

Provision for children with SEND is a matter for the whole school. In addition to the SENCO and LST, all members of staff have important day-to-day responsibilities.

“Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff”.

(Paragraph 6.8 SEND Code of Practice 2014)

Major areas of responsibility are set out below but should not be regarded as exhaustive. We operate a graduated response for pupils who have, or may have, SEND and this is illustrated in Appendix 1.

Roles and Responsibilities:

The GDST Governing Council will;

- have a responsibility for maintaining a general oversight of the school’s provision for pupils with special educational needs.

The Head will;

- ensure that the school meets its special educational needs’ responsibilities and will inform the governing council of any key changes in policy and their resource implications.

The Deputy Head Teacher Pastoral Development and Well Being will;

- review the SEND Policy together with SEND provision and procedures, advising the Head of any changes required.

The Examinations Officer will:

- liaise with the SENCO Senior School to ensure that she is aware of the individual requirements of girls who qualify for access arrangements in public examinations.
- inform the invigilators of the access arrangements in place for pupils in public examinations.

The SENCO Senior School will:

- ensure that the records of all pupils with SEND, including Pupil Profiles are up-to-date and are made available to staff in a timely manner;
- co-ordinate Annual Review arrangements for pupils with an Education, Health and Care Plan;
- ensure that staff are aware of the information available to them concerning pupils with SEND and know how to use it;
- research and develop provision for pupil needs, including those with SEND;

- keep up to date with relevant legislation, research, and current good practice, revising the school's SEND policy, provision and procedures as necessary;
- advise the Senior Deputy Head Pastoral Development and Well-being of the need for changes in the policy and provision for pupils with SEND;
- be responsible for maintaining the integrity of Access Arrangements awarded for both internal and public examinations in line with current JCQ guidelines, including but not exclusively: conducting specialist assessments to confirm pupil eligibility; completing relevant paperwork; applying for access arrangements and keeping student records;
- liaise with the Examination Officer and Heads of Year to ensure that appropriate provision is in place for pupils who meet the criteria for special arrangements in internal and external examinations;
- liaise with the Heads of Year, Heads of Faculty and Heads of Department, the Learning Support Teacher and the Deputy Head Pastoral Development and Well-being in order to facilitate awareness and understanding of issues concerning special educational needs and to ensure that these needs are being met;
- co-ordinate and contribute to staff INSET on pupil needs, including INSET on special educational needs and strategies for classroom differentiation
- develop positive and constructive relationships with the parents of pupils with SEND, and ensure that information about pupils' needs and the support which is offered is provided in a format which is readily accessible to parents and pupil alike;
- seek the views of pupils with SEND and encourage them to take an active role in the decision-making processes that affect their education;
- liaise with external professionals and agencies as required.

The Learning Support Teacher Senior School will:

- be fully aware of the special educational needs of the pupils receiving additional support;
- monitor and review the progress of pupils with SEND;
- keep records of work and assessments undertaken in learning support sessions;
- keep records of contact with parents and ensure that these are circulated to the relevant members of staff;
- liaise with the SENCO Senior School;
- provide feedback to parents at parents' evenings and via reports regarding the needs and progress of pupils receiving additional support.

The School Nurse will:

- inform the SENCO Senior School and with Heads of Year about any medical issues which may impact on a pupil's learning or on her ability to access the curriculum in the same way as her peers.

Heads of Year will:

- familiarise themselves with the school policy and procedure on special educational needs and/or disability;
- know which pupils in the year group/s for which they have responsibility have a special educational need or disability;
- liaise with the Learning Support Teacher, SENCO Senior School and Form Tutors about the needs and progress of pupils identified as having SEND;
- Head of Year 7 only - liaise with the SENCO Senior School, Year 6 teachers, the Head of Junior School and the SENCO Junior School to ensure that information concerning the special educational needs and/or disability of pupils is known and acted upon when the pupils make the transition to Senior School;

- Head of Year 7, with the SENCO Senior School, will ensure that parents of girls joining Senior School are involved in decision-making about any special provision put in place;
- Head of Year 9 principally, but not exclusively (also likely to involve Heads of Years 10, 11 and Sixth Form) – liaise with the Examinations Officer and SENCO Senior School to identify girls who may be eligible for access arrangements in public examinations.
- Liaise with the SENCO to ensure that pupils needs are considered in public exams (see Access Arrangements Policy).

Form Tutors will:

- familiarise themselves with school policy and procedure on special educational needs;
- know which pupils in their form have a special educational need and the nature of that need;
- be aware of the content of each girl's Pupil Profile and the strategies to be implemented in lessons;
- liaise with the SENCO, Learning Support Teacher and Head of Year about the needs and progress of identified pupils.

Heads of Faculty/Department will:

- familiarise themselves with school policy and procedure on SEND;
- ensure that appropriate differentiation for pupils with special educational needs and/or disability is included in all schemes of work;
- encourage staff to differentiate appropriately in lessons and homework tasks in order to ensure that pupils with SEND are well supported;
- monitor and evaluate the effectiveness of support given to pupils with special educational needs and/or disability within their curriculum area;
- ensure that members of his/her department who teach in the Junior School are familiar with and follow the SEND Policy in Junior School;

Subject Teachers will:

- familiarise themselves with school policy and procedures on special educational needs and/or disability;
- know the pupils in their teaching groups and the nature of their needs by referring to the SEND list and individual Pupil Profiles;
- include differentiation strategies in their lesson plans and teaching in order to meet the needs of their pupils with SEND;
- differentiate homework tasks where appropriate;
- follow the agreed school procedures for assessment and recording assiduously, recognising that evidence of measures taken to support a pupil will be required should the pupil be referred for further assessment/support;
- be proactive in seeking help and advice about how to support pupils with SEND; contribute feedback about pupils who have or may have SEND as requested by the SENCO.
- Where they teach in Junior School, ensure that they are familiar with the SEND Policy in Junior School and follow it closely;
- be vigilant in identifying and referring pupils who may have a special educational need;
- be fully aware of individual students' Pupil Profiles in all communications with/about individual girls.

Identification, Assessment and Provision of SEND

Pupils with special educational needs and/or disabilities are identified in one or more of the following ways:

- from information provided by the feeder school or from parents on entry to the school;
- by the use of a range of screening and assessment tools in school;
- by information from pupils and/or parents, including any specialist reports;
- following an initial referral by a teacher, parent or a self-referral from a pupil who has concerns.

The school seeks to identify and effectively support all pupils with SEND. As indicated above, some pupils will have been identified before they enter the school; information may have been received via documentation from the pupil's parents or from the previous school. There are specific references to SEND in the registration and acceptance documents and in school reference requests.

All new pupils are screened for dyslexia during their first term in Senior School and the Mathematics department monitors progress in maths by testing each half-term. A maths placement test is also administered to any pupil who joins the school and for whom no baseline data is available. Concerns about the development of skills highlighted as a result of these tests are referred to the SENCO Senior School, who will gather further information before deciding upon the next course of action. Where parents agree, the SENCO, or another appropriately qualified professional, may carry out a more detailed assessment to identify possible specific learning difficulties. If concerns remain, the SENCO Senior School may advise parents to seek an assessment by a Specialist Teacher/Assessor for a comprehensive view of their child's strengths and weaknesses.

All teachers have a legal responsibility for planning appropriate differentiation for **all** pupils, including those with a special educational need and/or disability. Teaching staff also have a legal responsibility for identifying pupils of concern – whether for learning, emotional or behavioural reasons. These pupils may not have been formally identified by the entrance screening procedure and concerns are reported to the SENCO and HoY in the first instance.

If a teacher has concerns, they should contact the SENCO and HoY who will investigate and arrange whatever action/referral is considered most appropriate. Appropriate action may include discussion with parents, pupil, academic/pastoral staff; school-based assessment; referral to a Specialist Teacher; referral to School Counsellor; in-class support or 1:1 /small group support lessons.

Pupils with an identified special educational need and/or disability are, once parental permission has been obtained, placed on the SEND List which is made available to all teaching staff. Pupils who have an identified learning difficulty or a physical disability which impacts on their learning also have a Pupil Profile. This summarises the main areas of need and individual strengths / weaknesses, and provides strategies and advice to support teachers in differentiating the curriculum effectively. The Pupil Profiles are made available to all teachers and it is their responsibility to use these to inform their planning, teaching and report writing.

NWC GDST uses the following categories for recording pupils with SEND:

Hold – pupils who have previously been referred to the SENCO. Follow-up has shown that SEND is currently not appropriate. Additional support, where required, has been given within individual subject areas. Hold on to copies of paperwork/assessments.

Monitor – teachers have identified concerns about a pupil whom they think may have a SEND. Teachers are addressing the issue as part of a Stage 1 response and have informed the SENCO. This category is also used for pupils where a Stage 1 response has been insufficient to meet pupil needs and the SENCO is now following up.

SEN Support – the pupil has an identified learning need which may or may not be supported by a formal diagnostic assessment. Subject teachers provide in-class support using targeted strategies and resources, and the pupil may or may not be receiving additional support from the SEN Department.

Education, Health and Care Plan (EHCP) – the pupil has an Education, Health and Care Plan from a local authority. This will cover:

- details of the pupil's special educational needs and any provision reasonably required to support these needs;
- the pupil's health needs which relate to their SEN and any provision reasonably required to support these needs;
- the pupil's social needs which relate to their SEN and any provision reasonably required to support these needs;
- the views, interests and aspirations of the pupil and her parents;
- the outcomes sought for the pupil;
- the special provision required by the pupil.

All EHCPs are reviewed annually with the parents, the pupil, the LEA, the school and any relevant external professionals/agencies. Attendees will be invited to consider whether any amendments need to be made to ECHP or to the provision specified within it. The annual review should focus on what the child has achieved as well as on any difficulties which need to be resolved. The SENCO Senior School organises all annual reviews in Senior School.

SEND, Pastoral Care and Safeguarding

Pupils with SEND are statistically more vulnerable to peer-on-peer and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENCO liaises regularly with the DSL, Heads of Year and other staff with pastoral responsibilities.

Support offered at Northwood College for Girls GDST

At NWC GDST support for pupils may include:

- in-class support offered by the subject teacher within the lessons, including the provision of differentiated work, where appropriate;
- individual withdrawal from lessons in order to receive 1:1 or group support;

- subject surgeries where individual help or support for a small number of pupils is provided, particularly in the run up to examinations;
- advice regarding study skills as part of the pastoral programme and on a 1:1 or small group basis;
- reading/vocabulary groups for pupils in Years 7 - 11.

Timetabling Learning Support Lessons

NWC GDST is committed to the inclusion of all pupils within the classroom as far as possible. Very occasionally pupils may be withdrawn from lessons to receive 1:1 support from the LST; every effort is made to schedule these lessons before or after school, during the lunch break or in study periods.

Exam Procedures

Where appropriate, pupils with SEND are given access arrangements for exams. Access arrangements are the principle way in which examining bodies comply with their duty under the Equality Act 2010 to make reasonable adjustments for students who are disabled within the meaning of the Act. The Access Arrangements Policy outlines in detail how pupils are identified and supported in exams. The SENCO Senior School, Examinations Officer, HoYs, HoD's and teachers work closely together to ensure that all pupils are given the appropriate access arrangements for both internal and public exams, including non-examination assessments/controlled assessments and coursework, which are marked and verified by the Centre and moderated by the awarding body.

NWC GDST adheres to the procedures and guidelines set out by the Joint Council for Qualifications (JCQ) which can be viewed by following this link: <http://www.jcq.org.uk/>
The following individual responsibilities apply:

Head

The Head Teacher will familiarise herself with the entire content of the JCQ document *Adjustments for candidates with disabilities and learning difficulties / Access Arrangements and Reasonable Adjustments* when it is updated each year and will accept overall responsibility for ensuring the quality of the access arrangements process within the Centre and that evidence of the assessor's qualification is held on file within the Centre.

Examinations Officer

The Examinations Officer will familiarise herself with the entire content of the JCQ documents *Adjustments for candidates with disabilities and learning difficulties / Access Arrangements and Reasonable Adjustments* and *Instructions for Conducting Examinations (ICE)* when they are updated each year and will ensure that the procedures contained within ICE are adhered to at all times.

SENCO Senior School

The SENCO Senior School will familiarise herself with the entire content of the JCQ document *Adjustments for candidates with disabilities and learning difficulties / Access Arrangements and Reasonable Adjustments* when it is updated each year and will assume day-to-day responsibility for adherence to the procedures contained therein.

Heads of Department /Heads of Year/Subject Teachers

HoD's, HoYs and subject teachers will support the SENCO in determining the need for and implementation of access arrangements and for ensuring that such arrangements reflect students' normal way of working.

IT Support

IT Support will liaise with the SENCO and Examinations Officer regarding IT or other specialist equipment which may need to be provided for, or adapted for use by, a candidate.

Monitoring and Reviewing

Once a pupil has been placed on the SEND List her progress is tracked throughout her time at NWC GDST. A range of staff, including subject teachers, Form Tutors, HoYs, the SENCO Senior School and the LST all have a role to play in monitoring the performance and progress of pupils with SEND. Teachers have access to all grade cards and report information and monitor pupils' progress. The LST also writes a report to parents commenting on the progress of each pupil receiving additional support. Pupils and parents are actively encouraged to give their views. The grade cards, report information and pupil progress data allow the SENCO Senior School, LST, HoYs and tutors to keep track of and highlight any pupils whose learning difficulties are particularly impacting on their progress.

Progress may be measured in a variety of ways including:

- tracking the outcomes of interventions to close the attainment gap between the pupil and her peers;
- tracking a pupil's rate of progress over time;
- tracking the outcomes of time-limited interventions.

Every member of the teaching staff has access to the SEND List and Pupil Profiles. The SEND List and Profiles are reviewed at least annually.

Withdrawal of Specialist Provision

Provision of additional support from the SEN Department may be withdrawn upon the advice of the latter in consultation with the SENCO and with teaching staff, where such support is no longer considered to be necessary or beneficial. Parents may also request that learning support ceases.

Partnership with Parents

Information regarding SEND provision is set out in the Year 7 Handbook which is sent to all parents. Parents are involved in all stages of identification, assessment, provision and review. Parental consent is required for all assessments carried out by the SENCO. Following screening/assessment, the SENCO Senior School will contact the parents with recommendations. The LST in Senior School attends all parents' evenings where there are pupils in the year group receiving 1:1 support. Parents are encouraged to contact the SENCO, HoY or LST by phone or by email if they have any concerns. Regular, positive communication with parents is a key part of the partnership.

11+ Transition Arrangements

The SENCO Senior School and Head of Year 7 meet with the SENCO Junior School during the summer term to discuss in detail all SEND pupils transferring to the Senior School and to transfer all relevant paperwork, e.g. Diagnostic Assessment Reports. This ensures continuity of support for pupils with SEND across the School.

When SEND pupils join NWC GDST from other schools, the SENCO Senior School and Head of Year 7 should receive details of the pupil's needs either from the feeder school or directly from the pupil's parents.

Concerns and Complaints

Concerns or complaints about the learning support provision should be raised with the SENCO Senior School. The School also has a Complaints Procedure, details of which may be found in the Staff Handbook and on the School website.

External Agencies

Parents who are considering having their child externally assessed are requested to liaise with the school first. The SENCO Senior School maintains a list of Specialist Teachers who, in line with guidelines issued by the Joint Council for Qualifications (JCQ), have an established relationship with the school and whose qualifications have been verified. JCQ currently states that schools may not accept reports from external professionals who do not have a relationship with the school and have not liaised with the SENCO prior to carrying out the assessment.

SEND provision in Junior School including EYFS

Special Facilities

In Junior School, the SENCO is accommodated in a room on the first floor of Wray Lodge. There are lifts in Bryden Brown, the Performing Arts Centre and Bluebelle House. Disabled toilet facilities are located in the Pavilion, the Performing Arts Centre, the Sports Complex, Bluebelle House, the Junior School and Vincent House.

Responsibilities

Provision for children with SEND is a matter for the whole school. In addition to the LST, all members of staff have important day-to-day responsibilities.

“Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff”.
(Paragraph 6.8 SEND Code of Practice 2014)

Major areas of responsibility are set out below but should not be regarded as exhaustive. We operate a graduated response for pupils who have, or may have, SEND.

Roles and Responsibilities:

The GDST Governing Council will;

- have a responsibility for keeping a general oversight of the School's provision for pupils with special educational needs and/or disabilities.

The Head will;

- ensure that the School meets its special educational needs and/or disability responsibilities and will inform the governing council of major changes in policy and their resource implications.

SENCO Junior School will:

- oversee the day-to-day operation of the SEND Policy in Junior School
- ensure that the records of all pupils with SEND, including Pupil Profiles review targets are up-to-date and are made available to staff in a timely manner;
- develop positive and constructive relationships with the parents of pupils with special educational needs or disabilities and ensure that information about pupils' needs and the support offered is provided in a format which is readily accessible to parents and pupil alike;
- seek the views of pupils with SEND and encourage them to take an active role in the decision-making processes that affect their education;
- ensure that staff are aware of the information available to them about pupils with SEND and know how to use it;
- keep up to date with relevant legislation, research, and current good practice, revising the school's SEND policy, provision and procedures as necessary;
- co-ordinate and contribute to staff INSET on pupil needs, including INSET on special educational needs;
- liaise with external professionals and agencies as required;
- advise the Head of Curriculum of the need for changes in the policy and provision for pupils with special learning needs.
- liaise with the Deputy Head Junior School and Subject Co-ordinators to ensure that appropriate provision is made for pupils eligible for special arrangements in internal and other examinations;
- co-ordinate annual review arrangements for pupils with an Education, Health and Care Plan (EHP);
- liaise with the Deputy Head of Junior School, Head of Curriculum Junior School, Heads of Key Stages and Subject Co-ordinators in order to facilitate awareness and understanding of issues concerning SEND and to ensure that these needs are being met;
- co-ordinate and contribute to staff INSET on pupil needs, including INSET on SEND;
- advise the Head of Junior School of any changes that are required to the SEND provision and procedures;
- liaise with the Heads of Key Stage, who will retain an overview of the progress and performance of pupils with SEND within the Junior School.
- discuss with the Head of Modern Languages, or designated member of the MFL Dept. any concerns regarding modern languages provision for individual pupils with SEND.

Learning Support Teacher Junior School will:

- be fully aware of the special educational needs of the pupils receiving support.
- liaise with subject teachers in order to plan strategies and differentiate the curriculum for pupils with special educational needs;
- monitor and review the progress of pupils with special educational needs;
- keep records of work and assessments undertaken in learning support sessions;
- keep records of contact with parents and ensure that these are circulated to the relevant members of staff;
- liaise regularly with the SENCO Junior School;
- provide feedback to parents at parents' evenings and via reports regarding the progress of pupils receiving learning support.

Heads of Key Stage will:

- familiarise themselves with the school policy and procedure on special educational needs;
- know which pupils in the year group/s for which they have responsibility have special educational needs;

- liaise with the SENCO Junior School and the Form Teacher over the needs and progress of pupils identified as having special educational needs;
- ensure that information concerning the special educational needs of pupils is known and acted upon as the pupils make the transition through FS, KS1 and KS2 and that no change is made without prior knowledge of the Head of Curriculum;

Subject Co-ordinators will:

- familiarise themselves with school policy and procedure on SEND;
- ensure that differentiation for pupils with SEND is included in all schemes of work and is appropriate. Ensure that the Head of Curriculum is kept informed;
- encourage staff to differentiate appropriately in lessons and homework tasks in order to ensure that pupils with SEND are well supported;
- monitor and evaluate the effectiveness of support given to pupils with SEND within their curriculum area.

School Nurse will:

inform the SENCO Junior School and form teachers about any medical issues which may impact on a pupil's learning or on her ability to access the curriculum in the same way as her peers.

Form Teachers will:

- familiarise themselves with school policy and procedures on SEND;
- know which pupils in their form have a SEND and the nature of their needs;
- liaise with the Learning Support Teacher, Head of Curriculum and relevant Heads of Key Stage about the needs and progress of identified pupils.
- discuss targets in each pupil's plan, progress towards achieving these targets and the support being received in lessons with identified pupils as appropriate;
- know the pupils in their teaching groups and their category of need by referring to the Pupil Profile/plan;
- include differentiation strategies in their lesson plans and teaching in order to meet the needs of their pupils with SEND;
- differentiate homework tasks where appropriate;
- be proactive in seeking help and advice about how to support pupils with SEND;
- contribute to reviews of pupils with SEND as requested by the SENCO Junior School;
- be vigilant in identifying and reporting pupils who may have SEND;
- be fully aware individual girls' Pupil Profile/plan in all communications with/about individual girls.

Identification, Assessment and Provision of SEND

Pupils with SEND are identified in one or more of the following ways:

- from information provided by the feeder / nursery school or from parents on entry to the school
- by the use of a range of screening and assessment tools in school;
- by information from pupils and/or parents, including any specialist reports;
- following an initial referral by a teacher who has concerns about a specific pupil.

The school seeks to identify and support effectively all pupils with SEND. Some pupils will have been identified before they enter the school; information may have been received via documentation from the pupil's parents, or from a previous school. There are specific references to SEND in the registration and acceptance documents and in school reference requests.

All teachers have a legal responsibility for planning appropriate differentiation for **all** pupils, including those with SEND. All teaching staff also have a legal responsibility for identifying pupils who are causing concern – whether for learning, emotional or behavioural reasons. These pupils may not have been formally identified by the entrance screening procedure. Concerns are reported to the SENCO Junior School and Heads of Key Stage in the first instance.

If a teacher has a concern, then he/she should contact the SENCO Junior School and Heads of Key Stage to follow up the concern and arrange whatever action/referral is considered most appropriate. Appropriate action may include: discussion with parents, pupil, academic/pastoral staff; school based assessment; referral to a Specialist Teacher/Assessor; referral to school counsellor; in-class support, support lessons in a small group or on an individual basis.

Pupils with an identified special educational need and/or disability are, once parental permission has been obtained, placed on the SEND List; this is made available to all teaching staff. Pupils who have an identified learning difficulty or a physical disability which impacts on their learning also have a Pupil Profile which summarises the main areas of need, individual strengths and weaknesses, and provides strategies and/or targets and advice to support teachers in differentiating the curriculum effectively. The Pupil Profiles are made available to all teachers and it is their responsibility to use these to inform their planning, teaching and report writing.

NWC GDST uses the following categories for recording pupils with SEND:

Hold – pupils who have previously been referred to the SENCO. Follow-up has shown that SEND is currently not appropriate. Additional support, where required, has been given within individual subject areas. Hold onto copies of paperwork/assessments.

Monitor – staff have identified concerns about a pupil whom they think may have a SEND. They are addressing the issue as part of a Stage 1 response and have informed the SENCO. This category is also used for pupils where a Stage 1 response has been insufficient to meet pupil needs and the SENCO is now following up

SEN Support – the pupil has an identified learning need which may or may not be supported by a formal diagnostic assessment. Subject teachers provide in-class support using targeted strategies and resources, and the pupil may or may not be receiving additional small group or 1:1 support from the SEN Department

Education, Health and Care Plan (EHCP) – the pupil has an Education, Health and Care Plan from a local authority. This will cover:

- details of the pupil's special educational needs and any provision reasonably required to support these needs;
- the pupil's health needs which relate to their SEN and any provision reasonably required to support these needs;
- the pupil's social needs which relate to their SEN and any provision reasonably required to support these needs;
- the views, interests and aspirations of the pupil and her parents;
- the outcomes sought for the pupil;

- the special provision required by the pupil.

All EHCPs are reviewed annually with the parents, the pupil, the LEA, the school and any relevant external professionals/agencies; Attendees will be invited to consider whether any amendments need to be made to ECHP or to the special provision specified within it. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The SENCO Junior School organises all annual reviews in Junior School.

Different Types of Support offered at Northwood College for Girls GDST

In the Junior School support for pupils may include:

- in-class support offered by the subject teacher within the lessons. This may include the provision of differentiated work where appropriate;
- individual withdrawal from lessons in order to receive additional support;
- focused work with a Teaching Assistant, either individually or in small groups;
- advice regarding study skills as part of the pastoral programme and on a 1:1 or small group basis;

Timetabling Learning Support Lessons

NWC GDST is committed to the inclusion of all pupils within the classroom as far as possible. However, pupils may be withdrawn from lessons in order to receive additional support from the LST where this is thought to be appropriate.

Tests and Exam Procedures

Where eligible, pupils with SEND are given access arrangements in exams. The most common access arrangement at NWC GDST is extra time, normally of 25%. Other arrangements e.g. use of a laptop, rest breaks etc. are used as appropriate and provided that pupils meet the necessary criteria. The SENCO Junior School and Heads of Key Stages work closely with the Deputy Head Junior School to ensure that all pupils are given the access arrangements they require for internal and other exams. Please see The Access Arrangements Policy.

Monitoring and Reviewing

Once a pupil has been placed on the SEND List, their progress is tracked throughout their time at Northwood College. A range of staff including subject teachers, Form Tutors, Heads of Key Stages, the SENCO Junior School and the LST all have a role to play in monitoring the performance and progress of pupils with SEND. These members of staff have access to the targets and report information of all SEND pupils and monitor their progress. Towards the end of the academic year, the Learning Support Teacher Junior School will write a report to parents commenting on the progress of pupils who receive additional support; parents will also have the opportunity to express their views.

Progress may be measured in a variety of ways including:

- tracking the outcomes of interventions to close the attainment gap between the pupil and her peers;
- tracking the pupil's previous rate of progress over time;
- tracking review targets.

Every member of the teaching staff has access to the SEND List and a full set of Profiles is issued to Form Teachers. The SEND List and Profiles are updated as necessary and uploaded on to the staff intranet.

Withdrawal of Specialist Provision

Provision of additional support from the SEN Department Junior School may be withdrawn where it is considered that this support is no longer beneficial or necessary. Parents may request that learning support ceases.

Partnership with Parents

Information for parents about SEND provision is set out in the Junior School Handbook. Parents are involved in all stages of the identification, assessment, provision and review process. Parental consent is required for all formal assessments carried out by the SENCO Junior School. Following assessment, the SENCO Junior School or Form Teacher will contact the parents with recommendations. The SENCO Junior School and LST attend all parents' evenings where there are pupils in the year group receiving 1:1 or small group support. The Learning Support Teacher Junior

School writes a report during the Summer Term for all pupils receiving additional learning support lessons. On a more informal basis, parents are encouraged to contact the SENCO Junior School by phone or by email, if they have any concerns.

Transition Arrangements

Transition Meetings take place during the summer term between Heads of Key Stages, Form Teachers and SENCO Junior School to discuss any SEND pupils moving between Key Stages. The SENCO Senior School and Head of Year 7 have a meeting with the SENCO Junior School during the summer term to discuss in detail all SEND pupils transferring to the Senior School. All relevant paperwork, e.g. diagnostic reports, is transferred. This ensures continuity of support for pupils with SEND across the School.

When SEND pupils join NWC GDST from other schools the SENCO Junior School and Head of Key Stage should receive details of the pupil's needs either from the previous school or directly from the pupils' parents.

Concerns and Complaints

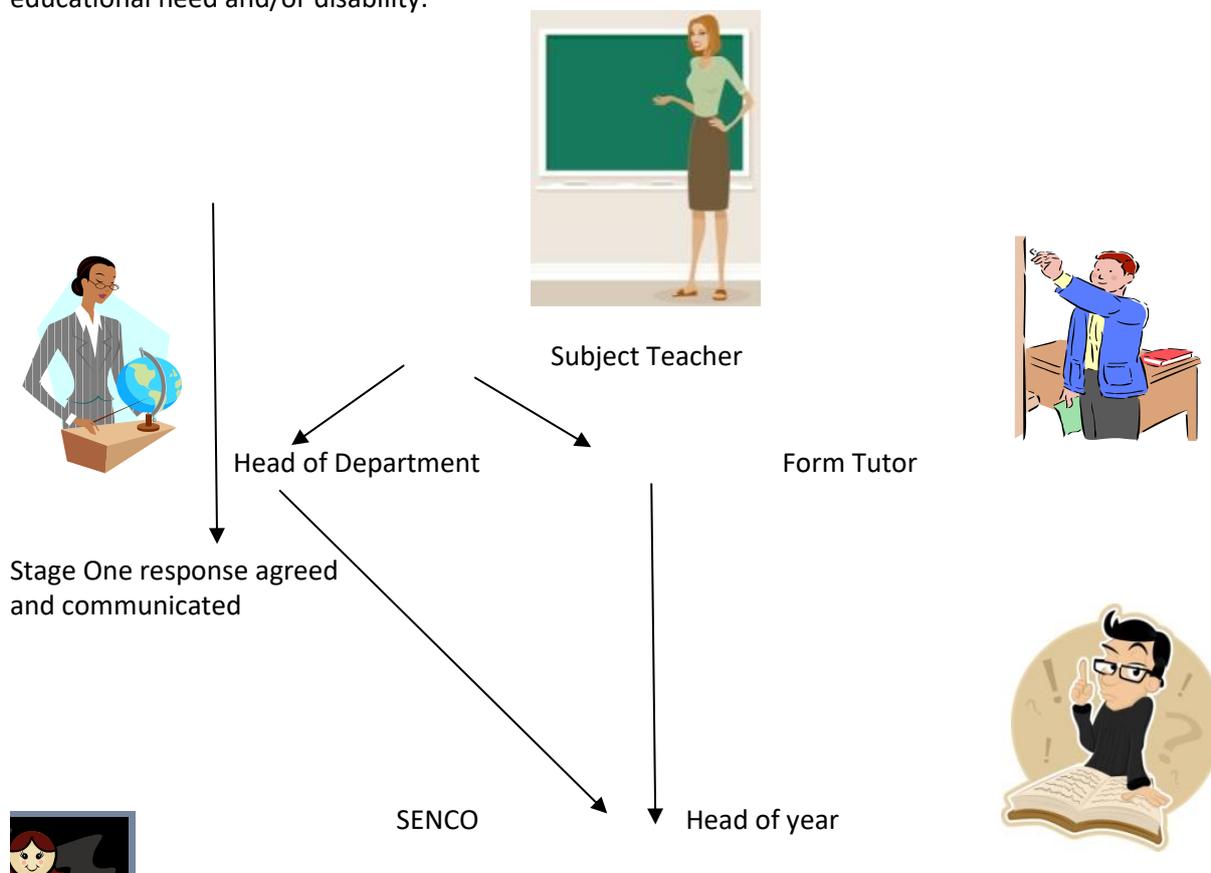
Any concerns or complaints about learning support provision should be raised with the SENCO Junior School in the first instance. The School also has a Complaints Procedure, details of which may be found in the Staff Handbook and on the School website.

External Agencies

Parents who are considering having their child assessed are requested to liaise with the school first. The SENCO Junior School maintains a list of Specialist Teachers/Assessors and other professionals (e.g. Speech and Language Therapists, Occupational Therapists) who have an established relationship with the school.

APPENDIX 1

Reporting lines and graduated response for pupils in Senior School who may have a special educational need and/or disability.



SENCO/HoY made aware of concern and Stage One response. Stage Two Response formulated if Stage One response is unable to meet the pupil's needs.

Stage One

Baseline data and screening results checked, together with data held in department on individual student. Concern discussed at departmental meeting and Stage One response (support within the department for a stipulated period of time) agreed and minuted. Copy of minutes sent to SENCO and HoY. If learning need is being met, no further support is required at this stage.

Stage Two

Arises where there is ongoing concern about a pupil.

- Stage One response has not been able to meet the pupil's needs.
- Following discussion with subject teacher and within department, HoD informs HoY and SENCO.
- HoY and SENCO discuss possible options. These may include:
 - investigation by SENCO, to include gathering of feedback from other teachers;
 - discussions between the pupil and SENCO
 - screening by SENCO;
 - recommendation to seek an external diagnostic assessment.

N.B. Parents are kept informed at every stage of the process; their views and permission are sought before any further screening /assessments are administered.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The person with overall responsibility for the School's Supporting Pupils at School with Medical Needs policy is the Head .
- The person responsible for day-to-day implementation of the Supporting Pupils at School with Medical Needs policy in Senior and Junior School, as well as in EYFS, is Nurse Hickson.
- The GDST Governing Council are reported to on issues related to supporting pupils at school with medical issues.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

In December 2015 the Department for Education (DfE) published guidance to assist schools and other relevant bodies, including parents and carers, in promoting the well-being and educational achievement of pupils with medical conditions. NWC GDST follows the principles detailed in the above guidance, the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act 2010, as appropriate for our school. This policy should be read in conjunction with the attached SEND policy, the Accessibility Plan and also the Administration of Medicines Protocol.

In EYFS the Statutory Framework for the Early Years Foundation Stage is applied.

Policy Objectives

- to ensure that learners with medical conditions are properly supported so that they have full access to education and are included in all activities of the school, including school trips and physical education
- to work in partnership with pupils, parents, and health and social care professionals where appropriate, to ensure that the needs of learners with medical conditions are properly understood and effectively supported
- to ensure that procedures are in place to make staff are aware of the medical needs of individual pupils and the possible impact of these needs on the pupil's ability to learn
- to ensure that staff are appropriately trained to provide the support that pupils need
- to promote confidence and self-care among learners with medical needs

Medical Conditions in School

Learners with long-term or complex medical conditions may require on-going support, medicines or care whilst at school to help them manage their conditions and keep them well. Learners may be anxious or self-conscious about their condition, whilst long-term absences due to health problems need to be managed in order to minimise the impact on their educational achievement, friendship groups, and general wellbeing and emotional health. Some students may also have special educational needs (SEN), either as a consequence of or in addition to their medical needs. NWC GDST endeavours to work with pupils and their parents and to liaise with external agencies, such as health care professionals, where appropriate, to ensure the best possible outcome for every learner with a medical condition.

Equal Opportunities

Consistent with the school's policy on Equal Opportunities, the school is committed to ensuring, through making all practicable and reasonable adjustments, that each pupil has equal access to the curriculum and equal opportunity to fulfil her promise and potential whatever her ethnic, linguistic, cultural and religious background, special educational need and/or disability, or medical condition, subject only to any overriding health and safety considerations.

The Deputy Head with responsibility for Pastoral Development and Pupil Well-being will retain an overview of the progress and performance of pupils with a medical condition through her work with the HoYs.

Roles and Responsibilities:

The GDST Governing Council will:

- have a responsibility for maintaining a general oversight of the school's provision for pupils with medical conditions.

The Head Teacher will:

- ensure that the school meets its responsibilities with regards to pupils with medical conditions and will inform the Governing Council of major changes in policy and their resource implications.

Deputy Head with responsibility for Pastoral Development and Well-being will:

- liaise with parents, the School Nurse and HoYs to monitor the social and emotional wellbeing of pupils with medical conditions;
- work with the School Nurse and with HoYs to ensure that healthcare plans are developed with the pupil's best interests in mind and that the school assesses and manages risks to the child's education, health and social wellbeing.

School Nurse will:

- liaise with parents and with outside professionals/agencies to ensure that up-to-date and accurate information is available about pupils with medical conditions;
- be responsible for the creation of Pupil Healthcare Plans and ensure that these are reviewed at least annually, or earlier if evidence is presented that the pupil's needs have changed;
- liaise with the SENCO in Senior/Junior School about the medical needs of any pupil with a medical condition who has an Education and Health Care Plan (ECHP);
- ensure that all relevant staff are made aware of the pupils' medical conditions;
- ensure that sufficient numbers of staff are trained to support pupils with medical conditions;
- ensure that sufficient numbers of staff are trained in emergency first aid procedures and that a database of first aiders is maintained and distributed to school staff;
- provide advice as required for risk assessments for school visits, holidays and other school activities outside the normal timetable;
- be the first point of contact for medical emergencies within school;
- ensure that cover arrangements are in place in cases of absence and that these are communicated to school staff;
- be responsible for the storage and maintenance of any equipment held in school for emergency use, such as defibrillators, and for training staff in their correct use.

SENCO in Senior School/Junior School will:

- familiarise herself with school policy and procedure on Supporting Pupils with a Medical Condition;
- ensure that she is aware of any pupil on the SEND list who also has a medical condition and fulfil her duties to those pupils as described in the relevant sections of the SEND Policy;
- familiarise herself with the healthcare plan of any such student.

Heads of Year will:

- familiarise themselves with school policy and procedure on Supporting Pupils with a Medical Condition;
- know which pupils in the year group/s for which they have responsibility have a medical condition and familiarise themselves with the content of each pupil's Healthcare Plan;
- liaise with the school nurse regarding any necessary additional support for such students;
- Head of Year 7 only - liaise with the School Nurse, SENCO Senior School, Year 6 teachers, the Head of Junior School and the SENCO Junior School to ensure that information concerning the medical needs of pupils is known and acted upon when the pupils make the transition from Year 6 to Year 7;
- Head of Year 7, with the SENCO Senior School, will ensure that parents of girls joining Senior School are involved in decision-making about any special support put in place.

Form Teachers & Tutors will:

- familiarise themselves with school policy and procedure on Supporting Pupils with a Medical Condition;
- know which pupils in their form have a medical condition and familiarise themselves with the content of each pupil's Healthcare Plan;
- ensure that any pupil who becomes ill at school and is sent to the school nurse is accompanied by another competent pupil.

Subject Teachers, including Learning Support Teacher, will:

- familiarise themselves with school policy and procedure on Supporting Pupils with a Medical Condition;
- know which pupils in their class have a medical condition and familiarise themselves with the content of each pupil's Healthcare Plan;
- ensure that any pupil who becomes ill at school and is sent to the school nurse is accompanied by another competent pupil.

Development of Healthcare Plans

The level of detail included on the Healthcare Plan will depend upon the complexity of the child's condition and the degree of support required. NWC GDST recognises that not all children with the same condition will require the same level of support. Plans may be initiated in consultation with parents, by the school or by an external healthcare professional involved with the child. The pupil herself will be consulted wherever this is deemed appropriate. As a guideline, NWC GDST healthcare plans include information about:

- the medical condition, its triggers, signs, symptoms and treatment.
- the pupil's resulting needs, including details of medication and other treatments such as special equipment, dietary requirements, access to food and drink where this is used to help manage a condition, and environmental factors such as accessibility or travel between classes;
- support for the pupil's educational, social and emotional needs, such as how prolonged absences will be managed;
- who is responsible for medication which may need to be taken during school hours and for any additional support which may be necessary, including cover arrangements in case of absence;
- procedures to be followed in case of an emergency;
- arrangements required for school trips or other activities outside the normal school timetable (where relevant);

- any special educational needs whether arising from or additional to the pupil's medical condition.

NWC GDST recognises that individual Healthcare Plans are an important element in ensuring that pupils with medical conditions are supported appropriately, especially where the child's condition is long-term and/or complex. However, not all pupils with a medical condition will require a plan; any decision not to produce a healthcare plan or to discontinue a Plan will be made in consultation with the parents and with relevant healthcare professionals.

Education Health and Care Plan (EHCP)

Where a pupil is in receipt of an EHCP, the Healthcare Plan will form part of the EHCP. The overall responsibility for managing and reviewing EHCPs rests with the SENCO Senior/Junior School.

The Role of Parents

NWC GDST will work in partnership with parents to ensure the best outcome for their children. Parents have a duty of care to provide the school with accurate and up-to-date information about their daughter's medical needs and to carry out any action they have agreed as part of its implementation. This includes providing medicine and equipment and ensuring that they or another nominated adult are contactable at all times.

The Role of Pupils

Pupils with medical conditions are often best placed to provide information about how their condition affects them and NWC GDST will always aim to involve them in discussions about their support needs and healthcare plan.

A pupil who has been prescribed a controlled drug may legally have it in her possession if she is competent to do so but passing it to another child for use is an offence.

Managing Medicines on School Premises

Prescribed medicines should only be brought into school when essential, i.e. when it would be detrimental to the pupil's health if the medicine were not administered during the school day. For more detailed guidance, please refer to **Appendix 2: Administration of Medicines Protocol**.

Pupils who have been prescribed medicines or equipment for emergency use, such as inhalers or epi-pens should have these with them at all times and should manage the procedures themselves as soon as they are competent to do so.

APPENDIX 2**Administration of Medicines Protocol****Administration of Medicines**

No child under 16 should be given medicines without their parent's written consent which, for non-prescribed medicines, is normally provided on the medical questionnaire prior to starting school, the 'Annual Consent to Administer 'Over-the-Counter' Medications' form, and for prescribed medication the 'Administration of Medication at School' form should be completed on receipt of the medicine e.g. antibiotics. In the absence of the school nurse, any member of staff giving medicines should check:

- the child's name;
- prescribed dose / time;
- expiry date; and
- written instructions provided by the prescriber on the label or container.

If in doubt about any procedure the member of staff should not administer the medicines but check with the parents before taking any further action. If a member of staff has any other concerns related to administering medicine to a particular child, the issue should be discussed with the parent, if appropriate, or the school nurse.

Schools must have accurate documentation in place and ensure that all staff complete and sign a record each time they give medicine to a child. In some circumstances, such as the administration of rectal diazepam, it is good practice to have the dosage and administration witnessed by a second adult.

Prescribed Medicines

Prescribed medicines, e.g. antibiotics, insulin and codeine phosphate, should only be taken to school when essential; i.e. when it would be detrimental to a child's health if the medicine were not administered during the school day. Schools should only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.

Schools should arrange for staff to complete and sign a record each time they give medicine to a child. Where the pupil is in Early Years (EYFS), the school must ensure as soon as practicable, preferably on the same day, that the parents/carer are informed that the medication has been administered to the pupil as directed on the Administration of Medication at School form.

Controlled Drugs

The supply, possession and administration of some medicines, e.g. morphine, are controlled by the Misuse of Drugs Act 1971 and its associated regulations. This is of relevance to schools because they may have a child that has been prescribed a controlled drug. The Misuse of Drugs (Amendment No.2) (England, Wales and Scotland)

Regulations 2012 allows 'any person' to administer the drugs listed in the regulations. Staff administering medicine should do so in accordance with the prescriber's instructions.

Schools should keep controlled drugs in a locked, non-portable container and only named staff should have access. A record should be kept for safety and audit purposes. A controlled drug should be returned to the pupil's parents/carer for safe disposal when it is no longer required..¹

Non-prescription Medicines

Non-prescription or 'over-the-counter' medicines include Piriton, Nurofen, Gaviscon, Paracetamol.

- Non-prescription medicines should be given by nominated staff only.
- Nominated staff, i.e. the school nurse /named first aider, should **never** give a non-prescribed medicine to a child unless there is a specific prior written permission from the parents. This is on the medical questionnaire
- Criteria in the national standards² for **under 8s** day care providers, make it clear that non-prescription medicines should not normally be administered. Parents will always be contacted prior to giving non-prescribed medication.
- Where a non-prescribed medicine is administered by nominated staff to a child, it should be recorded and the parents informed.
- **A child under 16 should never be given aspirin unless prescribed for medical purposes.**

Staff should be aware that obtaining written permission from the child's parent/carer allowing the School to administer the medication does not relieve the School of possible negligence in the unfortunate event of a child's death or injury. Any liability incurred by staff for injury arising from non-prescription medicine will be covered by the GDST's insurance.

Self-management for Emergency Medicines

Generally, pupils should not carry medicines whilst at school. However, **pupils will be encouraged to carry and be responsible for their own emergency medicines**, when staff in conjunction with parents (bearing in mind the safety of other children and medical advice) judge that they are sufficiently capable and competent to do so. Other non-emergency medicines should be kept in a secure place, not accessible to pupils.

Refusing Medicines

If a child refuses to take medicine, staff should not force them to do so, but should note this in their records. Parents should be informed on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures should be followed.

Responsibilities

Parents

Parents should provide details regarding any medicines their child requires administering during the school day (including school trips). The parents must ensure that the prescribed medication is presented in the original packaging with the prescription information on it. This should provide the details of the medicine to be taken, the child's name and date of birth in addition to the dosage required.

¹ Managing medicines in schools and early years' settings. DFES / Dept of Health March 2005

² National standards for under 8s day care and child-minding (DFES/0649/2003)

This information should be provided to the school on the *Administration of Medication Whilst at School* form.

It is also the responsibility of parents to ensure that the school is kept informed of any changes to a pupil's medical needs.

Teachers and Other Staff Administering Medicine

During the School day

Any member of staff who agrees to accept responsibility for administering prescribed medicines to a pupil should have appropriate guidance, including an awareness of any possible side effects of the medicine and what to do if they occur. The school nurse, or in her absence a named first aider, will undertake this responsibility during the normal school day.

It is also important that staff who are on medication themselves ensure that their medicines are securely locked away, especially in EYFS.

A school nurse should act in accordance with the Nursing and Midwifery Council (NMC) Code of Professional Conduct (NMC 2002a) and Guidelines for the Administration of Medicines (NMC 2112b). In administering any medication, or assisting or overseeing any self-administration of medication, the nurse must exercise her professional judgement and apply her knowledge and skill in the given situation.

Educational Visits

Arrangements for taking any necessary medication will need to be taken into consideration. Staff supervising excursions should always be aware of any medical needs and relevant emergency procedures. A copy of Health Care Plans should be taken on visits in the event of the information being needed in an emergency.

Medication required on Junior School visits will be held by the trip leader and given when appropriate. Junior School pupils who have anaphylaxis must carry their own adrenaline auto-injector with them at all times and the trip leader must hold a second adrenaline auto-injector for use in an emergency.

Senior School pupils are responsible for bringing emergency medicines with them on visits. However, **staff must check that pupils have this medication** before departing on the visit, especially if the pupil has an allergy or is diabetic.

Competency of staff to administer emergency medicines should be taken into account when preparing risk assessments for educational visits and the appropriate training should be provided by the school nurse where identified i.e. Adrenaline auto-injector training.

Sporting Activities

Some children may need to take precautionary measures before or during exercise and may need immediate access to medicines such as asthma inhalers. See the Chronic Illness Protocol.

Staff Duty of Care

Anyone caring for children including teachers or other school staff have a common law duty of care to act like any reasonably prudent parent. In some circumstances the duty of care could extend to administering medicine and /or taking action in an emergency. This duty also extends to staff leading activities off site, such as visits, PE fixtures, outings or field trips.

Certain medicines can be given or supplied without the direction of a doctor for the purpose of saving life. For example, the parental administration of adrenaline (1mg in 1ml), chlorpheniramine and hydrocortisone are among those substances listed under Article 7 of the POM order for administration by anyone in an emergency for the purpose of saving life (Prescription Only Medicines (Human use) Order 1997).

Staff assisting in an emergency in good faith and acting reasonably and responsibly, whilst carrying out their duties, will be covered by the GDST's insurance against claims of negligence.

Record keeping

Parents should inform the school about the medicines that their child needs to take and provide details of any changes to the prescription or the support required.

Parents should complete the "Administration of Medication at School" form to record the details of any medicines required at school. Staff should check any details provided are consistent with the instructions on the container.

Although there is no legal requirement for schools to keep records of medicines given to pupils, and the staff involved, it is good practice to do so. For example, some schools keep a log book for this whilst others have added a section into the individual school planners to record this information and improve communication between home and school.

Storing Medicines

Staff should only store, supervise and administer medicine that has been prescribed for an individual child. Medicines should be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. Staff should ensure that the supplied container is clearly labelled with the name of the child, the name and dose of the medicine and the frequency of administration. Where a child needs two or more prescribed medicines, each should be in a separate container and an individual Administration of Medication at School' form provided to the school.

Staff who take regular medication themselves must also ensure that their medicines are securely stored.

Children should know where their medicines are stored. All emergency medicines, such as asthma inhalers and Adrenaline auto injectors are readily available and are **not** to be locked away, although they are kept in a lockable room with restricted access. Some pupils may carry their own emergency medicines, see the Self-Management section above.

Schools should keep controlled drugs in a locked, non-portable container and only named staff should have access to it. Prescribed and non-prescription medicines should be kept in a locked cupboard or fridge.

Some medicines must be stored in a refrigerator because they may break down or 'go off'. The patient information leaflet supplied with the medicine will state whether the medicine needs to be stored in a refrigerator. Local pharmacists can also give advice.

There should be restricted access to a refrigerator holding medicines. Medicines can be kept in a refrigerator containing food but should be in an airtight container and clearly labelled. A separate refrigerator is not necessary unless there is a constant need to refrigerate medicines that a pupil takes regularly, for example insulin. However, if vaccines are stored then the refrigerator must be used for this purpose solely. The temperature of the medicine refrigerator should be between 2° and 8°C and monitored daily when it is in use, and recorded. A maximum/minimum thermometer is recommended for this. In the event of the refrigerator breaking down, it is important to identify the fault quickly, otherwise medicines may be wasted. Medicines must be returned and parents informed if this occurs. The refrigerator should be cleaned and defrosted regularly.

Disposal of Medicines

Staff should not dispose of medicines. Parents are responsible for ensuring that date-expired medicines are returned to the pharmacy for safe disposal. If parents do not collect medicines, they should be taken to a local pharmacy for disposal. Some hospitals also have disposal containers for old medicines.

APPENDIX 3**Statement from the Deputy Head
Detailing the Criteria Used to Award and Allocate the Use of Word Processors in Examinations**

Northwood College for Girls follows the guidelines issued by JCQ in **the 2021/22** publication *Access Arrangements and Reasonable Adjustments* and the principles contained within the Equality Act 2010 in any decision taken to allocate the use of a word processor in public examinations. These guidelines principally state that the use of a word processor cannot simply be awarded to a candidate because she prefers to type rather than handwrite her exam papers, or because she can work faster with a keyboard, or because she uses a laptop at home.

Principally, the use of a word processor is only allowed where the candidate has an underlying condition or disability which is known to the school and which would have an adverse effect on her performance were she not to be allowed to type her responses. For example, a candidate with:

- a specific learning difficulty which has a substantial and long term effect on her ability to write legibly or at sufficient length;
- planning and organisational problems when writing by hand ;
- a recognised medical condition supported by a letter from a specialist medical practitioner;
- a physical disability;
- a sensory impairment which is known to the school and/or supported by a letter from a specialist medical practitioner;
- handwriting which becomes illegible when required to write at length under timed conditions;
- Slow handwriting speed but no other below average scores;
- The quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand;
- An underlying condition such as ADHD where the pupil is able to concentrate much better with the use of a screen;
- Slow handwriting speed alongside slow processing and reading speeds would require the use of a word processor in addition to extra time.

The decision whether or not to award a laptop is made by the SENCO Senior School and is based on the individual student's learning needs, feedback from teaching staff and evidence of normal way of working as detailed earlier in this policy. Recommendations from diagnostic reports will be considered, but will only be followed if the school believes they are in the best interest of the student; for example; the school will not allow the use of a word processor in end of year, mock or public exams if the quality of the student's writing, spelling and/or punctuation deteriorate when she types, as this would not be in her best interests.



Jill Ferguson
Senior Deputy Head (Pastoral Development and Well Being)