WENTWORTH COLLEGE

Individual Needs and Learning Difficulties Policy

Approved by: Manuel Guimaraes, Principal

Last Review: September 2026

Next Review: September 2027

Aims

The intention of this statement lies within the overall aims for the academic success and personal well-being of each student at Wentworth College.

● We are committed to providing a challenging, positive, stimulating and secure community in which our students enjoy working hard to actualise their potential

● We encourage the pursuit of excellence in academic studies. We want students to love learning

● We value each individual's needs within the community of our school

● Our philosophy in education is holistic and prioritises the whole person, taught by a highly qualified, committed staff

● We work in partnership with parents to try to provide for every student with the intellectual, cultural, physical, moral and personal resources and mentoring that they need to enable them to be informed and prepared for their next life stage

● We recognise that some students may be affected by circumstances which impact upon their educational progress. It is the responsibility of each teacher to be sympathetic to the additional needs of each student, whether they are general or specific learning difficulties, physical and sensory impairments or emotional and behavioural difficulties

● We will make reasonable adjustments for pupils with additional educational needs and disabilities to ensure that all students are included in school life.

"Special educational needs" and "learning difficulty"

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 children 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 schools within the area of the Local Authority (if your child has a disability, please ask to see our Disability Policy).

A child must not be regarded as having a learning difficulty solely because the "language or medium of communication of the home is different from the language in which he or she is or will be taught." (Education Act 1996, Section 312(1), (2) and (3)).

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 and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder, semantic processing difficulty and learning problems which result from emotional or behavioral disorders. The expression

may also include those who have problems with their eyesight or hearing or who have an autistic spectrum condition. (This list is not meant to be exhaustive and it is recognised that there are many other "learning difficulties").
Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. These difficulties can appear at different developmental ages and change with age, educational pressure and environmental stressors.

Objectives

● To plan and provide for and review the progress of students presenting difficulties
● To promote the well-being of pupils
● To foster a close working partnership with parents or carers (and where appropriate with external agencies) and to ensure effective communication between home and school

Individual Needs and Learning Difficulties

We welcome all students who meet the entry requirements. However, the school is not a specialist provider for special educational needs. It is important to assess the ability of the school to meet any special educational needs when all reasonable adjustments have been made. Parents of a child who has any disability or special educational need must provide the school with full written details at enrolment, or at the interview so that any reasonable adjustments can be made to the admission process. It is important for the school to have access to any documentation which may help staff to understand the students specific need and to consider implications for teaching practice and any reasonable adjustments which are required to be made.

Educational Health and Care Plan

Parents have the right under Section 36 of the Children and Families Act 2014 to ask the Local Authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. Where a prospective pupil has an existing Statement of Educational Needs or an EHC Plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Statement or EHC Plan can be delivered by the School. We will co-operate with the Local Authority to ensure that relevant reviews of Statements and EHC Plans are carried out as required.

Educational Needs and Disability

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the Education Health Care Plan will need to be charged, either directly to the parents, or to the Local Authority if the Authority is responsible for the fees and our school is named in the Statement.

English as an Additional Language

Students for whom English is an additional language may require additional support to ensure they meet their potential. We recognise the importance of not conflating SEN with EAL needs. However, should SEN needs be identified, EAL pupils will have access to SEN provision/support. Given that most of our pupils join us for a year (GCSE/ALEVEL) or two (ALEVEL) we have to be realistic about whether Wentworth is a suitable environment or whether intense GCSE/A level study are appropriate qualifications for EAL beginner learners. An assessment will be made at the interview. Yet, even if language proficiency is found to be appropriate EAL provision is still relevant. Some pupils joining from abroad may go through an initial adaptive period as they get to grips with their new environment. The majority of bilingual pupils at Wentworth are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. Nevertheless, it is important to be alert to the fact that EAL needs may ‘surface’ as more competent pupils progress in their education.
Welfare needs (see Safeguarding, Welfare and Child Protection Policy) Children with special or additional educational needs and disabilities can face safeguarding challenges.
Additional barriers can exist when recognising abuse and
● Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
● Communication barriers and difficulties in overcoming these barriers.
It is vital to be able to recognize the early identification of abuse and neglect. Staff have been trained in Child Protection for Teachers by Future Learn (2020), they can refer to this training, the safe guard guidelines available in the staffroom and she/he should always speak to the Designated Safeguard Lead.
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 (please see 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 any senior member of staff, the designated safeguard lead, or the school therapist to discuss their concerns in private at any time.

Examination Access Arrangements

The Principal oversees applications for access arrangements for public examinations in consultation with the Examinations Officer.
The school follows the Joint Council for Qualifications regulations and guidance for examinations issued at the beginning of each academic year. This includes offering students the opportunity to rehearse specified arrangements throughout their courses e.g. allowing extra time for coursework assignments or during internal school examinations; regular use of a lap-top computer.
Recommendations for access arrangements derive from an identified, documented educational need evidenced in an existing psychological report or a specialist teacher’s assessment report. This must be supported by historical evidence of the need; parents will be expected to furnish relevant, updated documentary evidence if required.
If extra time is recommended in the specialist report, the school will provide some rehearsal in the use of this time. In the case of access arrangements involving the use of a laptop computer, or any other method of recording, the Principal needs the Examinations Officer. All students' access arrangement is recorded in their Student Education Plan.