

INDIVIDUAL NEEDS POLICY

1 PURPOSE OF THIS GUIDE

Harrow International School Hong Kong is the first international boarding and day school in Hong Kong. It is the third school in the Harrow family of schools in the Asia region and provides a British education from Early Years to Year 13 in custom-built facilities in a stunning location in Hong Kong. The School combines elements of educational philosophy, practice and traditions from Harrow School in London with the international mindedness of a diverse pupil body in Hong Kong.

Harrow International School Hong Kong is an academically selective school, in that pupils at all ages go through an admission process and entrance interview and assessment/tests. Pupils are selected for entry to the school based on several factors, one of these factors is academic potential and the ability to access an ambitious curriculum.

1.1 The School believes in an inclusive philosophy, removing barriers to learning for successful preparation for adulthood and the development of the leadership attributes outlined in the School's vision statement.

1.2 High quality teaching needs to be differentiated and personalised to meet the individual needs of the majority of pupils. However, some pupils may need educational provisions that are additional to or different from mainstream provisions. The School will use its best endeavours to ensure that such provision is made for those who need it.

1.3 Parents, teachers and pupils, when applicable, will be involved in decisions about the nature and scale of Individual Needs support.

Harrow International School Hong Kong Individual Needs Procedures and Processes

The vision of the Individual Needs Department at Harrow International School Hong Kong is to ensure that the academic, social, and pastoral needs of all pupils are met through research-based practices, quality differentiation in the least restrictive environment, effective collaboration between educational stakeholders, and impactful staff development. The Individual Needs Department believes in inclusive education and response to intervention where all staff are responsible and held accountable for the learning of all pupils as well as the importance of Individual Needs as a visible and valued component of the School's mission and vision of *Educational Excellence for Life and Leadership* and 'a caring, respectful community in which everyone thrives'.

Philosophy and Context

The philosophy of the Individual Needs Department reflects the school's commitment to quality teaching and learning, pastoral care, and pupil wellbeing and development. The provision of Individual Needs is aligned with the school's Strategic and Development Plan.

The philosophy of the Individual Needs Department is rooted in the following key principles:

- **Research-Based Practices:** Implementation of approaches that are rooted in well-established, peer-reviewed research findings. Research-based practices that have been demonstrated to have the biggest impact are prioritised.

- **Least Restrictive Environment:** Children should be placed in the most appropriate setting and services for them to flourish with as much independence as possible based on their needs. The least restrictive environment may change as the pupil needs change over time.
- **Inclusive Education:** Pupils with challenges and disabilities should be educated alongside their peers in the same general education class setting to the maximum degree possible.
- **Response to Intervention:** Tiered approach to intervention to address pupil needs that increases in intensity depending on pupil needs. Intervention services are implemented by all members of the school community including general education teachers, subject teachers, Individual Needs teachers, and special service providers.
- **Individualisation:** Pupils receive a personalised, flexible education that is designed based on their specific needs. Differentiated instruction is delivered while maintaining academic rigour.

Definition of Individual Needs and Provision

At Harrow International School Hong Kong, support and services are available to pupils identified as having specific learning needs. These may include pupils with health and medical considerations, pupils with behavioural, social and emotional concerns, pupils with specific learning profiles and diagnoses, pupils who are gifted and require extension, and pupils who require support beyond regular classroom differentiation in comparison to the majority of pupils of the same age in their year group at School. The Individual Needs Department supports pupils who enter the School with existing reports of individual needs and those who are later identified through the School's referral system.

The Individual Needs Department works in direct collaboration with classroom teachers, subject specialists, and House Pastoral Teams to plan, deliver, and monitor support for pupils with individual needs under the principle of the least restrictive environment. Depending on the level of support needed, pupils may receive short-term or long-term intervention from the Individual Needs Department within their regular lessons, in small groups, or 1:1. Pupils who require substantial and significant support such as those requiring in-School interventions or extensions across multiple areas may require case management by a member of the Individual Needs Department, class teacher, or House Master/Mistress that involves the coordination of these interventions or extensions, and close monitoring of pupil progress and wellbeing. The Individual Needs Department also works with members of staff by identifying and sharing differentiation strategies based on specific pupil profiles, monitoring progress, and providing Professional Development. If needed, the Individual Needs Department may refer pupils to external service providers and specialists as part of the referral process.

Individual Needs Register

Pupils on the Individual Needs Register with identified needs, including both those who require more support and those who require extension, are assigned a tier. Tiers are assigned based on the individual profile of the pupil and the support needed for them to access the school curriculum, community and environment. Below is a general guideline for how tiers are assigned. When determining tiers and support, considerations include the pupil's academic, social, and emotional needs, medical needs, the level of adaptation and provision needed, and the capacity of the Individual Needs Department. Please note that the Individual Needs Department reserves the right to use their discretion when determining the tier and support offered.

Pupils on the register are monitored throughout the year to ensure that the tier and support provided is appropriate. Depending on the needs of pupils and progress made, the support given and the tier assigned may change at any point in the year. Pupils receiving support may have a different courseload from their classmates. The tiers from least intensive to most intensive are as follows:

Tier 1: Monitoring and/or In-Class Differentiation

Pupils on Tier 1 are monitored and supported within the classroom setting through teacher adaptation and differentiation. The Individual Needs Department may support and consult teachers in planning instruction, designing resources, and implementing differentiation strategies within the classroom setting as needed. Interventions at Tier 1 may include prompts and redirection, and/or supplemental instruction given to help pupils access the class content or provide extension through more advanced questions and tasks.

Tier 2: Small Group and/or Check In Support

Pupils on Tier 2 receive small group intervention and/or small group or 1:1 check in support from the Individual Needs Department. These interventions may include specific, targeted instruction and support in areas such as social skills; organisation and self-management; phonics; examination technique, revision and consolidation approaches, as well as specific skills and areas reinforced in a small group with appropriate differentiation to help pupils access the regular class content such as in Mathematics or English.

Tier 3: Intensive Support and/or Significant Adaptations and Differentiation required

Pupils on Tier 3 require significant support due to their substantial academic and/or social and/or emotional and/or medical needs. Support may include regular 1:1 check in support, small group support, intensive in-class support, and adjustments to the pupil's academic course load. Support may be focused on specific targets identified and developed based on the pupil's profile. Pupils on Tier 3 have an Individual Education Plan (IEP) that includes specific targets to supplement their Summary and Strategies Sheet.

2 ADMISSIONS

2.1 The Head of Individual Needs, or an appropriate senior manager, should be involved in the Admissions process in both the Lower and Upper School.

2.2 Relevant members of the Admissions Department will discuss admissions files with the Head of Individual Needs as needed to review admissions files and cases.

2.3 There are a number of guiding principles that influence admissions decisions:

- a) All potential individual needs cases should be discussed with the Admissions Department before applying to the School. Prospective parents are required to disclose any history of:
 - o Special educational needs such as a specific learning difficulty, ADHD, and ASD
 - o Emotional needs such as anxiety and mood disorders
 - o Any specialist documentation that indicates a formal diagnosis
 - o History of additional support or alternative provision

as part of the application process. If appropriate, an assessment will be made by the School's Head of Individual Needs to ensure specific needs can be met if offered a place.

b) English is the only inclusive language of the School and applicants must be age-appropriately proficient in it in order to access the full range of the curriculum, and to be able to contribute positively to the School community.

c) Considerations of Individual Needs pupils will include the level of support needed to profit from the educational opportunities available at the School (with its emphasis on academic excellence, commitment to the extra-curricular programme and positive contribution to the School community), and the number of Individual Needs pupils in the current year group.

2.4 Access to Admission Assessments

The School endeavours to make reasonable adjustments to the admissions procedures to enable pupils with an individual need to compete for a place at the School without disadvantage. A telephone conversation or meeting may be arranged between the School and the applicant's parents. All cases are dealt with on an individual basis and the purpose of such meetings is to establish whether the School best meets the needs of that particular pupil.

2.5 Equal Opportunities

In the interest of being fair and transparent throughout the admissions process, it is against the School's policy to consider applications through educational agents, consultants or third parties claiming an introductory / referral fee or commission.

Admissions Principles:

- The School strictly abides by all applicable national laws and regulations, and/or the relevant Education Bureau policies, when handling admissions and enrolment matters.
- Our enrolment and admissions processes are open and transparent. All admissions decisions are firmly underpinned by these principles.
- Under no circumstances will the School authorise any third party agency or individual to commit or provide any form of guarantee of the successful enrolment of a student.
- All fees must be paid through bank remittance. No other methods of payment are accepted. For the avoidance of doubt, we do not accept payment by cash.

3 REFERRAL PROCEDURES

3.1 Some pupils may need educational provisions that cannot be accommodated by differentiation alone from the class or subject teacher.

3.2 A teacher's first step is to speak with their immediate line manager (the Head of Department in the Upper School or the Year Leader in the Lower School) to ensure that all reasonable strategies have been explored with their pupils.

3.3 Heads of Departments, Head of Houses, Year Leaders, or teachers can make a referral to the Individual Needs Department if concerns about a pupil's suspected individual needs persist or escalate. Referrals are submitted with prior approval from the relevant Heads of Departments, Heads of Houses, or Year Leaders.

3.4 Lower School

- The Class Teacher shares pupil concerns with the Year Leader. Strategies to meet pupil needs are identified and recorded.
- The Class Teacher trials, monitors, and implements strategies, adjusting as needed to meet pupil needs.
- If concerns about a pupil's suspected individual needs persist or escalate, Year Leaders inform the Deputy Headteacher Wellbeing and then the Class Teacher, or Year Lead, can make a referral to the Individual Needs Department with prior approval from the Year Leader & Deputy Headteacher Wellbeing.
- The IN Department determines and implements next steps.
- The case is monitored at PST meetings.
- The IN Department shares updates with the relevant individuals.

Examples of next steps may include:

- Classroom observations
- Internal assessments
- Collection of Feedback
- Monitor – revisit in 4 to 6 weeks
- Class Teacher Training – classroom strategies
- Teaching Assistant (TA) Training – classroom strategies
- In-class support by a TA or IN Teacher
- Small group pull out support by a TA or IN Teacher
- 1:1 support by an IN Teacher
- Referral to the School Psychologist or other specialists

3.5 Upper School

- The Tutor or Subject Teacher shares pupil concerns with the Heads of Departments or Head of Houses. Strategies to meet pupil needs are identified and recorded.
- The Tutor, Subject Teacher, and/or Head of House trials, monitors, and implements strategies, adjusting as needed to meet pupil needs.
- If concerns about a pupil's suspected individual needs persist or escalate, Heads of Departments, Head of Houses, Tutors, or teachers can make a referral to the Individual Needs Department with prior approval from the Head of Department or Head of House.
- The IN Department determines and implements next steps.
- The IN Department shares updates with the relevant individuals.

Examples of next steps may include:

- Classroom observations
- Internal assessments
- Collection of feedback
- Monitor – revisit in 4 to 6 weeks
- Subject Teacher Training – classroom strategies
- House Pastoral Team - strategies
- In-class support by an IN Teacher
- Small group pull out support by an IN Teacher
- 1:1 support by the IN Teacher
- Referral to the School Psychologist or other specialists

3.6 It is important to note:

- When completing an IN referral, teachers should specify all strategies and differentiation techniques used in the classroom to meet the needs of the referred pupil.
- Once the pupil is registered as having an Individual Need, the pupil's progress is to be reviewed termly.
- No teacher may refer a pupil for an Educational Psychologist assessment or any other specialist. This referral must be done by the Head of Individual Needs.

3.7 Referral Timeline

a) Once a referral is submitted, the IN Department will aim to follow up according to the following timeline:

- Within 1 week from the date of submission: IN Department communicates the next step e.g. asking for more detailed feedback, scheduling a classroom observation, scheduling internal assessments etc.
- Within 1-3 weeks from date of submission: IN Department actions next steps e.g. conducting classroom observation, administering internal assessments etc.
- Within 4 weeks from the date of submission: IN Department communicates with the teacher who submitted the referral to confirm the next steps e.g. recommend for further specialist evaluation, monitor pupil and revisit case in 4-6 weeks, implement differentiation strategies and monitor, change provision

b) While the IN Department aims to follow the timeline stated above, there are times when this is not possible due to timing and staffing limitations when other departmental commitments must take priority or when there are unexpected limitations e.g. during internal and external Upper School examinations, during periods of school closures, when pupils are not in school face to face etc.

c) If the timeline needs to be delayed, the IN Department will inform teachers when they submit the referral to manage expectations.

d) The timeline may also be impacted and/or delayed by parent communication and action, the pastoral context, and other components. When this occurs, the IN Department will follow up with the person who

submitted the referral as well as any other relevant individuals to determine next steps and discuss the timeline where appropriate.

e) The person who submitted the referral is responsible for keeping the IN Department updated regarding any relevant information and communication.

f) During the referral process, teachers are expected to monitor pupil progress and continue providing appropriate classroom differentiation and strategies as needed for pupils.

4 TYPES OF SUPPORT AVAILABLE

4.1 The types of support available may include:

Lower School

a) Learning Support

- o Small group Literacy Support
- o Small group Maths Support
- o Social Skills Training

b) Referral to the School Psychologist or other specialist

Upper School

a) Learning Support

- o Small group Literacy Support
- o Small group Maths Support
- o Study Skills Support
- o Social Skills Training

b) Referral to the School Psychologist or other specialist

5 CRITERIA FOR ADMISSION TO INDIVIDUAL NEEDS PROGRAMMES AND RETURN TO MAINSTREAM PROVISION

5.1 All pupils are admitted to IN Programmes and returned to mainstream provision through the recommendations of senior leaders and the Head of Individual Needs. Evidence is gathered through avenues such as teacher recommendation, specialist observation, academic performance indicators and informal or standardised assessment when appropriate.

5.2 If a specialist evaluation is recommended, the Head of Individual Needs or Individual Needs teacher will attend a parent meeting with the Class Teacher in the Lower School or HM in the Upper School to advise and support parents on their next steps. Pupils who are being considered for access arrangements for their formal examinations must have the required documentation and evidence of need based on the most updated guidelines from the Joint Council for Qualifications. Specialist assessor reports may only be accepted from professionals who meet the criteria outlined in the JCQ Guidelines. The Terms and Conditions of Harrow schools require that all Educational assessment data and reports should be given to the School in order for it to implement appropriate learning strategies.

6 REPORTING SYSTEM TO PARENTS

6.1 The Head of Individual Needs or Individual Needs Teacher will create an Individual Education Plan (IEP) for all pupils who receive Tier 3 support. In most instances, Individual Education Plans will be created with parents and teachers in September and reviewed in December and June. However, the timeline may be adjusted depending on when new or updated specialist documentation is received, or when pupil support and tier designation changes. Teachers, parents, and pupils will play an on-going role throughout the IEP development and review process.

6.2 An individualised Summary and Strategies Sheet that includes information about the child's profile and differentiation strategies is created by the Individual Needs Department with input from teachers, parents, and pupils, and shared with teachers for all pupils on the Individual Needs Register. In order to ensure that pupils develop ownership over their learning, recognise their self-worth, and advocate for themselves, pupil voice is considered an integral part of making sure pupil needs are identified and met.

6.2 In the Upper School, pupil progress will be commented upon for those pupils who receive specifically timetabled IN support sessions within the regular school day.

7 ACCESS ARRANGEMENTS FOR PUBLIC EXAMINATIONS

7.1 The purpose of an access arrangement is to ensure that barriers to assessment are removed for a candidate with a learning difficulty or disability to ensure they are not placed at a substantial disadvantage in comparison to a candidate who does not have a learning difficulty or disability.

The Examinations Coordinator and the Head of Individual Needs must process applications for access arrangements in external examinations according to the appropriate Examination Board regulations.

7.2 Pupils with specialist reports will be considered for exam accommodations in the Upper School based upon the most recent guidelines imposed by the Joint Council for Qualifications (JCQ) in the United Kingdom. The existence of a report does not guarantee that a recommendation for arrangements will be made. The Head of Individual Needs and Deputy Head (Academic) will consider each report on a case-by-case basis. The need for access arrangement will also be considered on a subject-by-subject basis as the method of assessment may vary in each specification.

7.3 Specialist reports and pupil needs must be up to date during the period of formal examinations in order for pupils to receive recommended accommodations. The Head of Individual Needs and Deputy Head (Academic) will review all reports and/or specific pupil cases to see if a pupil's profile and standardised scores where relevant meet JCQ guidelines for reasonable adjustments. Any adjustments will be based upon the evidence of need and normal way of working. Please see the School's Word Processor Policy (Appendix 2).

7.4 Arrangements cannot be suddenly granted to a candidate at the time of their examinations (except in the case of a temporary injury or impairment). As a consequence, it is essential that the Head of Individual Needs receive a report written by the Educational Psychologist or specialist assessor as early as possible after the pupil joins the Upper School. Parents of a new pupil joining in Year 10 or Year 12 should provide a report in the Autumn Term and ideally as soon as an offer has been made, or access arrangements are unlikely to be put in place by the Term 1 of the first year of study.

8 SCHOOL PLACEMENT

8.1 The School will do its best to promote and provide a successful learning environment for all its pupils in line with the School's philosophy of developing the leadership attributes outlined in the School's vision statement. However, if it is deemed that a pupil is unable to profit satisfactorily from the nature of the educational opportunities offered at Harrow, a pupil's place in the School may be reviewed.

APPENDIX 1: EDUCATIONAL PSYCHOLOGISTS AND SPECIALIST ASSESSORS

The school follows the JCQ guidelines. [Refer to JCQ guidelines here](#)

**As a school that is located outside of the United Kingdom, Harrow International School Hong Kong does not require psychologists to be registered with the HCPC.*

APPENDIX 2: WORD PROCESSOR POLICY

Harrow recognises that for some pupils with specific learning differences and other individual needs, a word processor may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a word processor in School as their normal, routine way of working where a need has been established, and with approval from the Head of Individual Needs and the relevant member(s) of the Senior Leadership Team.

The policy of Harrow also exists to ensure that JCQ regulations and guidance are correctly followed and applied in determining the use of a word processor in examinations/assessments.

Use of a Word Processor

Pupils will be allowed to use a word processor in School as their routine, normal way of working under the following conditions on a case-by-case basis:

1. A need has been established:

In line with JCQ guidelines this includes pupils with:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;
- Poor handwriting;
- Planning and organisational problems when writing by hand.

2. The relevant member of the Senior Leadership Team approves the use of a word processor as the normal method of working.

3. The pupil has been using the word processor as her/his routine way of working in any subject where she/he wishes to use a word processor in an examination and if deemed appropriate has had specific practice and rehearsal in the use of a word processor under examination conditions.

It is important to note that:

- It will be unrealistic and not in the best interest for the majority of our pupils to use a word processor in an examination unless they have been using it as their routine, normal method of working throughout their examination years (e.g. Years 10 and 11 if they wish to use it for their IGCSE examinations; Years 12 and 13 for their A-levels) and they meet the JCQ guidelines.
- JCQ guidelines are very clear in that a word processor cannot simply be granted to a candidate in an examination because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Limitations to Word Processor Use

A Subject Teacher has the right to veto the use of a word processor in particular situations:

- Where its use might be dangerous or problematic e.g. when conducting a particular experiment in Chemistry.
- Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
- Where calculations are required without the assistance of computer functions such as in Mathematics.
- If an individual pupil, in any lesson, is using a word processor in such a way as to cause a distraction or disturbance to the learning of others or themselves.

Some classwork and prep may still be required to be hand-written to support the development of handwriting skills. Parents should be aware that some examination candidates in certain subject specifications might be

required to complete at least one assignment in handwriting (such as a piece of coursework), even if they are permitted to use a word processor in other examinations. Candidates will be notified if this is the case well in advance of any examination.

Detailed Procedures For Day-To-Day Use of a Word Processor

- Pupils should not expect to always have access to mains power and are therefore advised to ensure that their word processor is fully charged at the beginning of each school day.
- Pupil work submitted should be in a plain font (Times New Roman, size 12, double spaced) and allow room for teachers' comments
- Spell Check can normally be used on all pieces of work except in examinations, unless otherwise specified by the class teacher or Head of Individual Needs to help with preparing for formal examinations
- If there are problems with a word processor during lessons, the pupil should stop using it and switch to pen and paper. They should then seek advice from the ICT Helpdesk.
- Many internal assessments utilise structured papers that may require pupils to answer in writing on the question paper. However, where papers require extended written answers, pupils may use a word processor.
- In public examinations, pupils will use a School word processor rather than their own. In accordance with the School's pupil ICT Code of Conduct, pupils should not expect the School's technicians to maintain their machines or undertake repairs to them.

Back-up

Pupils should back-up their work on to a separate hard- or cloud-drive on a regular basis ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in public examination years through word processor failure can be very considerable, both literally and in terms of stress.

Assistance with Word Processors

The Head of Individual Needs will be available to:

- Help pupils to establish a daily routine and encourage them to operate in an organised and independent way.
- Act as a trouble-shooter for general staff queries concerning word processor users and their problems.
- Pupils may also seek limited technical advice from the ICT Helpdesk.

Use Of Word Processors In Public Examinations

The Access Arrangements and Reasonable Adjustments guidelines from the Joint Council for Qualifications for the use of word processors in examinations must be viewed in the context of the School's position on word processor use for Years 6-13.

Access Arrangements and Reasonable Adjustments

- The school follows the instructions in the [JCQ Instructions for conducting examinations](#)
- Where a pupil is authorised to use a word processor as their routine, normal way of working as per School policy and therefore may use it in examinations, the Head of Individual Needs will make contact with the candidate to arrange in which specific examinations they wish to use a word processor.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus, autocorrect will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically, but the school suggests saving at regular intervals in addition to this.
- Access to the Internet will not be enabled.
- Pupil work should be submitted in a plain font, size 12, and double spacing in order to make marking easier for examiners.

- At the end of the examination the candidate will be required to remain in the room while their work is printed off and authenticate the relevant hard copy.
- It is permissible for a candidate using a word processor in an examination to type certain responses, i.e. those requiring extended writing, and hand write shorter answers.
- Candidates are reminded that if they have access to unauthorised items in the examination room this may be considered as malpractice and they could be subject to sanctions and penalties in accordance with the most updated JCQ publications

Access Arrangements

The Individual Needs Department coordinates access arrangements for internal assessments and works closely with the Examinations Coordinator to identify and implement necessary access arrangements for external examinations in accordance with the Joint Council for Qualifications (JCQ) guidelines. The Individual Needs Department records the access arrangements that pupils have access to and makes this information available to teachers so they can ensure that these are provided in the class setting.

In some cases, pupils who do not require any other support and/or monitoring from the Individual Needs Department qualify for access arrangements (e.g. if they have a medical issue or injury that does not otherwise impact on their learning or if they have illegible handwriting.) These pupils are not assigned a tiered level of support.

Referral System:

Harrow International School Hong Kong follows a clear referral process for identifying and addressing the individual needs of pupils that is based on the Response to Intervention framework. These needs may include health and medical considerations, behavioural, social and emotional concerns, support to help access the regular classroom content, and support to challenge and extend the learning of pupils who are gifted.

Before pupils are referred to the Individual Needs Department, teachers are expected to implement quality differentiation within the classroom context in alignment with the School's Strategic Development Plan. Teachers should discuss concerns with colleagues, implement strategies and provide support, review and reflect on the strategies and support given and adapt as needed, and collect information about pupils. After the referral is submitted, the Individual Needs Department may conduct classroom observations, gather teacher feedback, and administer internal assessments in order to determine the next steps and recommendations. These are then shared with relevant members of staff. Parents and caregivers are contacted where appropriate.

Individual Needs Department Team

The Individual Needs Department consists of the Head of the Individual Needs Department and teachers. Responsibilities of the team include communicating with relevant year group leaders, classroom teachers, and related service providers for pupils in Years K1-5, and with relevant members of the House Pastoral Teams, Head of Departments, subject teachers, and related service providers for pupils in Years 6-13 to identify monitor, and manage pupils that require support.

School Admissions

The Individual Needs Department is involved in the admissions process by reviewing assessment reports and specialist reports (e.g. Educational Psychologist Reports) to determine if and how pupil needs can be met by the school.

Pupils with Language and Learning and Individual Needs

Identifying and assessing Individual Needs, including giftedness, for children whose first language is not English requires particular care in the international school environment including consideration of previous schooling and mobility. The Language and Learning Team and the Individual Needs Department work in partnership to ensure that the relevant and appropriate support and interventions are provided for pupils where needed.

Policy Owner	Head of Individual Needs
Reviewed Date	February 2025
Next review	February 2026