ALDRO

SEND and EAL
POLICY 3b

Author:	Head of Learning Support & Head of English as an Additional Language (EAL)
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Governor Lead:	Education and Pastoral Care Committee (Iona Gunner**)**
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This Policy has regard to:

- **Admissions Policy (15a)**
- **Accessibility Plan (17b)**
- **Anti-bullying Policy (10a)**
- **Behaviour Policy (9a)**
- **Safeguarding Policy (7a & 8a)**
- **Complaints Policy (including pupil complaints) (33a)**
- **Curriculum Policy (2a)**
- **Equal Opportunities and Diversity Policy (17a)**
- **Staff Handbook and Code of Conduct (including whistle blowing policy and grievance procedure)**

This policy has been written to reflect Aldro's provision in the context of the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice, 0-25 years 2014 (SEND Code of Practice 2015), as well as the Equality Act 2010.

Introduction and Aims

This document provides information about support at Aldro in the broadest sense. It lays out the provision available to pupils with learning difficulties and SEND (Part I), as well as those with English as an Additional Language (Part II).

Aldro is an academically selective preparatory school and we welcome all pupils who can make the most of the opportunities that we offer and who can flourish in its caring environment. Treating every child as an individual is important to us and we welcome children with learning difficulties, SEND and EAL providing that the school, as a whole, feels it can reasonably give them the support that they require in the context of its overall aims and daily provision. In determining this, a pupil's present and future welfare is always central to any decision taken.

Part I: Pupils with Learning difficulties and/or SEND

Definition of SEND

The School takes very seriously the requirements contained in the Revised SEND Code of Practice 2015.

"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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

(Special Educational Needs and Disability Code of Practice, 2015. DfES, p.15)

The SEND Code of Practice 2015 and Equality Act 2010 make it clear that:

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

At Aldro, we encourage a whole school approach to supporting children with learning difficulties/SEND, where Form and subject teachers, as well as pastoral and learning support staff work together to provide support, encouragement and understanding of every aspect of a pupil's school life.

We aim to enable all children to participate in the life and work of the school, and together with parents, we aspire to provide the education that will help them to achieve to the best of their abilities. Our aims include:

- To identify, at the earliest opportunity, any pupil with learning difficulties/SEND.
- To gather and analyse information on identified pupils and decide on appropriate support.
- To provide appropriate materials and resources, dedicated support and suitable advice to pupils with learning difficulties/SEND.
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning and behaviour of those with learning difficulties/SEND.
- To ensure there is support for teachers to meet the learning needs of all pupils in the classroom.
- To work closely with the Pastoral Care Team to provide necessary support for all pupils with learning difficulties/SEND so that they may develop confidence in all areas and build a strong sense of self-esteem.
- To ensure that pupils' records include information relating to their individual needs together with interventions that have been suggested and their outcomes.
- To conduct regular reviews of children's progress.
- To liaise with external agencies and implement their recommendations where appropriate.
- To maintain close links with parents/carers/guardians regarding their child.
- To include the pupils themselves in decision making about the type of intervention and the targets to be included in their IEP where appropriate.
- To ensure pupils with learning difficulties/SEND receive the appropriate support at transition stages either when they join or leave the school.

The Headmaster has responsibility for the day to day management of all aspects of the school including provision for children with special educational needs. These responsibilities are met in close collaboration with the Assistant Head (Curriculum), Assistant Head (Pastoral), Head of Juniors and Head of Learning Support.

The Head of Learning Support works with the Head of EAL to oversee the provision, assessment and tracking of all pupils with additional needs and/or EAL. The department

comprises five fully qualified full and part-time support teachers who work as part of the Learning Support Department.

At Aldro, the Code's main principles are applied in the following way:

- Pupils with learning difficulties/SEND should be permitted the broadest access to a balanced education.
- The needs of the majority of pupils with learning difficulties/SEND will be met within the mainstream setting, without statutory assessment or Education, Health and Care plans (EHCP). These pupils will be educated alongside their peers.
- The school's definition of SEND states that a pupil has SEND if he/she has a learning difficulty or physical disability which requires provision to be made beyond that which is available to all (e.g.: individual support lessons, exam concessions) and/or a diagnosed medical condition (e.g.: ADHD, ASD).

Roles and Responsibilities

- The Governor with specific responsibility for overseeing the provision of learning support within the School is Iona Gunner
- The Headmaster, Mr Chris Carlier, is responsible for overseeing the provision of learning support for those children identified with learning difficulties/SEND.
- The Head of Learning Support, Mrs Victoria Woods, reports to the Assistant Head (Curriculum), Mr James Streatfeild.
- The Head of EAL, Mrs Agnès Twyford, reports to the Head of Learning Support.
- The School Nurse has responsibility for pupils with diagnosed medical conditions.
- The Assistant Head (Pastoral), Mr Gilbert Watson, has responsibility for pupils with social, emotional, mental health or pastoral difficulties.

The **Head of Learning Support's** responsibilities include:

- Supporting every child to achieve their potential and optimise their self-esteem and resilience.
- Overseeing the day-to-day operation of the school's Learning Support Policy.
- Developing, monitoring and evaluating the Learning Support Policy.
- Co-ordinating the provision for pupils with learning difficulties/SEND
- Ensuring staff are kept informed of pupils with learning difficulties/SEND.
- Advising staff on supporting pupils with learning difficulties/SEND.
- Liaising with the Assistant Head (Curriculum) / Headmaster on SEND issues, identifying areas for staff training and arranging for external trainers to visit the School or contributing to the in-service training of staff.
- Developing and maintaining a programme of identification, assessment, tracking and monitoring of pupils with learning difficulties/SEND.
- Managing the Learning Support budget and ensuring resources are available to support the whole school SEND and EAL Policy.
- Managing the work of learning support teachers.
- Overseeing and maintaining central records for all children with learning difficulties/SEND, including the Learning Support Register.

- Liaising with parents of children on the Learning Support List.
- Liaising with the Learning Support Departments of Senior Schools.
- Liaising with external agencies including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

Teachers and Teaching Assistants' responsibilities include:

- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Raising concerns about a pupil's learning difficulties with the Head of Learning Support and working with her to assess and support the pupil.
- Liaising with the Head of Learning Support, Learning Support teachers and pupil as to the most effective means of differentiating for individual need.
- Working with the Head of Learning Support to consider all the information gathered from within the school about the pupil's progress when deciding if special educational provision is necessary.
- Referring to key points from Educational Psychologists' and other professionals' reports and implementing those recommendations in the classroom and broader school life where appropriate.
- Liaising with parents of pupils with learning difficulties/SEND in conjunction with the Head of Learning Support to ensure transparency.

Learning Support Teachers' responsibilities include:

- Working in collaboration with teachers towards implementing a whole school approach to supporting the individual needs of pupils with learning difficulties/SEND.
- Assisting in the identification of need.
- Devising effective teaching plans (IEPs) tailored to the needs of the individual child.
- Developing a variety of learning strategies appropriate to the individual pupil's strengths and weaknesses.
- Assessing, recording and regularly evaluating pupils' progress.
- Liaising with parents together with Head of Learning Support.
- Attending regular professional development and training, as required and in order to keep up-to-date with changes to policy and provision.

Entry to the School

Any pupil wishing to come to Aldro, including those with learning difficulties/SEND, will need to complete the admissions process, as outlined in the Admissions Policy.

Prior to entry, if a pupil has already been assessed and diagnosed with a specific learning difficulty/SEND, parents are asked to share any professional reports that support this e.g.: Educational Psychologist, Occupational Therapist, Medical professional, Behavioural Optometrist.

We also advise them to discuss their child's requirements with us before participating in our admissions process so that we make sure Aldro is the right environment for them to grow and thrive and that we can make adequate provision for support where needed.

Identification of SEND

The SEND Code of Practice 2015 identifies four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

At Aldro we recognise that early identification coupled with effective provision gives the best long-term outcomes for pupils. Aldro identifies SEND by:

1. Analysing the pre entry assessment papers completed by pupils.
2. Liaising with feeder schools and parents of new pupils.
3. Analysing the annual computerised testing results (CAT 4).
4. Working with subject teachers when they flag concerns and work with them to help the pupil close the attainment gap with his peers.
5. Working with the Pastoral Care Team (PCT) if Form tutors flag social, emotional or mental health concerns.
6. Listening to and working with parents who raise concerns.
7. Tracking pupils through the school wide tracking systems.
8. Listening to the concerns of pupils themselves.
9. Working with staff on more generalised concerns.

If further assessment is required, the Head of Learning Support will work with parents to arrange, this cost is borne by the parents.

A Graduated Response to Intervention

At Aldro we offer a progression of levels of intervention:

1. In most cases a pupil's needs can be met by quality teaching targeted at the pupil's area of weakness through an appropriately differentiated curriculum and this is the first response offered to support a pupil.

2. If in some cases a pupil fails to make adequate progress with a differentiated curriculum, then the subject teacher, with the support of the Head of Learning Support, will begin to assess whether the pupil has learning difficulties/SEND. At this point small group work, such as Maths Club, is offered to help pupils catch up with their peers. Parents and the pupil are consulted at this point.

3. For some pupils individual learning support lessons are to provide support for their specific learning difficulty. Children are not withdrawn from core academic lessons

and every effort is made not to timetable learning support lessons during activities for which the pupil may have a particular skill or enthusiasm.

Assess
All pupils are assessed and monitored through school wide assessments, twice termly teacher assessments, annual standardised ability screening and twice termly effort and attainment grades.

Regular liaison between the Assistant Head (Curriculum), Head of Juniors and the Head of Learning Support allows for pupils, who are not making expected progress, to be identified and the resulting action decided, theseinclude:

- Communication with teachers for feedback
- Communication with teachers asking them to monitor pupil closely
- Communication with Pastoral Care Team for support
- Request for further differentiation in class to address a particular need
- Request for targeted short term "one-off" help in a particular subject
- Participation in small group support
- 1:1 support (academic or pastoral)
- Internal assessment by Head of Learning Support
- Further assessment involving external agencies.

Plan
For the majority of pupils, the Head of Learning Support will work with subject and class teachers to plan the best way to support the pupil within the context of the classroom.

Meeting the needs of a pupil through high quality differentiated teaching is the responsibility of the Form/subject teacher. Details of a pupil's specific needs are outlined in the 'Classroom Considerations' document and Learning Support Register, available to all staff from their desktop. The Head of Learning Support will support teachers in this where appropriate and necessary.

Where individual lessons are required the learning support teacher takes responsibility for assessing, planning, delivering and monitoring appropriate intervention. IEPs will be drawn up in October and February detailing the programme of work to be followed. When devising an IEP it is important to ensure that pupils are aware of and agree with the targets set for them, and experience success through their own efforts in meeting these targets. An IEP will include the following information: short term targets set for the pupil;teaching strategies; achievement criteria for each target;date to be reviewed. Each IEP is formally reviewed twice in the academic year (February and June), although they are kept under review at all times and may be adjusted according to need. Parents and teachers are consulted and kept informed of their child's progress through updated IEPs which are emailed to them.

Do
<u>Setting and Differentiated curriculum</u>

Classroom sizes are kept relatively small and the pupils may be set in English, Maths, French and Science. Lower sets are generally smaller than the higher sets, to allow for more focused attention where needed.

Small group support

There are various types of small group support at Aldro, depending on need. These include maths skills, social skills, handwriting and spelling groups. Pupils are invited to attend small group sessions,with attendance reviewed termly.

1:1 support

1:1 support is suggested when classroom and small group interventions have not had the desired effect, whether for academic or self-esteem reasons. They may also be offered where there are recommendations given in a specialist report. Lessons are timetabled with one of the learning support teachers with the cost beingborne by parents.

The Learning Support Register

The Learning Support Register records information on all pupils with diagnosed SEND and/or pupils receiving 1:1 support in the Learning Support Department.
The majority of pupils on the Aldro Learning Support Register have mild learning difficulties/SEND.

Review

We monitor the effectiveness of the provision and pupil progress at:

School-wide level:

All pupils are monitored through school wide effort and attainment grades. These are reviewed twice termly by the Assistant Head (Curriculum), Head of Juniors and Head of Learning Support. Appropriate interventions are identified and responsibility is assigned depending on area of need.

Individual level:

Subject teachers are responsible for assessment of the progress of all pupils in their subject and they should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

If a subject teacher has concerns about academic progress of any pupil, it will be raised that with the Form Tutor and Head of Learning Support.

Form Tutors are responsible for a pupil's progress pastorally and are responsible for assessment of a pupil's progress in areas other than attainment, e.g. in their wider development or social needs.

The pupil's individual learning support teacher is responsible for assessing progress in learning support lessons. Standardised tests are administered twice a year to measure progress explicitly; results are stored centrally and reviewed by the Head of Learning Support.

Staff meetings:
Weekly staff meetings provide an opportunity for the Head of Learning Support to share updates, members of staff to raise concerns and discussions to take place.

Learning Support/EAL meetings:
A weekly Learning Support/EAL department meeting provides the opportunity to discuss any issues arising with regards to individual pupils. It also allows reflection to take place on processes and provision to ensure an efficient and effective department.

1:1 Meetings:
1:1 meetings between the Head of Learning Support and Learning Support teachers/classroom teachers or any other member of staff provide further opportunities to gather information on the progress of any pupil. The Head of Learning Support is in constant contact with all members of the Aldro Staff, gathering information, providing timely feedback to issues and discussing concerns with progress and possible solutions.

1:1 meetings with parents and the pupils themselves also happen where necessary to discuss progress.

Specialist Intervention

Aldro is able to provide contact information for a range of specialist services including:

- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS)
- School Counsellor

It is the responsibility of parents to engage specialist services such as those listed above and to cover all costs relating to the assessment, consultation, report and therapy.

All Specialist Teachers working in the Learning Support Department at Aldro are fully trained and qualified to work with pupils with Learning difficulties/SEND.

Exam Concessions

Senior Schools usually expect Preparatory Schools follow the Joint Council for Qualifications (JCQ) guidelines for Access Arrangements in public exams at Common Entrance. In accordance with this, Aldro will allow a pupil in Forms 5 - 8 exam concessions where a pupil has a recommendation in an Educational Psychologist or Specialist Assessor Report and where

criteria are met as set out by JCQ. Aldro is required to request permission for a pupil to use a concession at Common Entrance directly from their chosen senior school. This will involve the sharing of reports with that senior school to validate the requested concession.

In the Junior department, exam concessions are considered on the basis of individual need and their use monitored, to help gain an evidence base for future JCQ applications as to their normal pattern of working.

Part II: English as an Additional Language (EAL)

The school conducts its teaching and learning in English and there is an expectation that all pupils are able to communicate effectively in English. At most times there are a number of pupils at Aldro for whom English is not their mother tongue.

Prospective EAL pupils are tested prior to entry to ascertain their current levels of language. Language skills are assessed with reference to the Common European Framework of Reference (CEFR). Required levels depend on proposed year of entry.

If a pupil is offered a place, he or she will undergo a full language assessment on arrival. The results of this assessment are shared with parents and staff, and acts as a baseline marker for EAL support. In most cases, EAL pupils will receive a number of 1:1 lessons focusing on the requirements of the English Language. Some may also be advised to attend 1:1 lessons for French. This is for pupils who enter Aldro in the latter years, to ensure they are able to meet the French requirements at Common Entrance to minimum of Level 1. Some of these pupils may not do Latin to ensure adequate progress is made in English and French.
All EAL teachers are fully trained and qualified to work with pupils with English as an Additional Language

EAL pupils aremonitored on the EAL Support Register. Their 1:1 work is outlined in their twice yearly IEPs which are shared with their parents and staff.

Part III: General

Staff Development

All teachers are supported in their teaching of pupils with Learning Difficulties, SEND and EAL in the following ways:

- Information given by the department to staff on individual pupils to aid planning, differentiation and teaching
- Information available on the teachers' desktops for individual pupils (Classroom Considerations/Learning Support and EAL Registers)
- Information given at the weekly Staff Meeting or emailed to relevant staff.
- In-class observations of pupils with learning difficulties and subsequent feedback to the Form or subject teacher and Assistant Head (Curriculum).
- Provision of IEPs for pupils who are receiving individual support from the Learning Support and EAL Department. Teachers are aware of IEPs for the pupils they teach, are able to read them and utilise advice and strategies recommended as relevant.

- Continuous development of teaching staff by Head of Learning Support through classroom observations, departmental meetings and 1:1 discussion about individual pupils.

Informal discussions between staff and members of the Learning Support and EAL Department take place frequently.

Working with Parents

The School actively encourages the involvement of parents in their child's education. This is particularly relevant for the parents of a child with SEND where research clearly shows that the support and encouragement of parents can be crucial in the child achieving success. In addition, the pupil's Learning Support or EAL teacher reports annually in the pupil's summer term report and is available to meet with parents at Parents' Evenings or other times by arrangement.

Pupil Participation

The Specialist Teacher working with a pupil ensures that they are fully aware of their learning profile and will involve their pupils in drawing up the targets on their IEPs. Pupils' opinions are respected in decisions made regarding their education at the school.

Charging Policy

Individual lessons in the Learning Support Department, including EAL and French 1:1 lessons, are charged as extras; there is no extra charge for small group support . Details of the current cost per term are available on the School's website or can be requested from the Bursar.

Learning Support Department Staff
Mrs Victoria Woods (Head of Learning Support)
Mrs A. Twyford (Head of EAL; Learning Support, EAL and French 1:1)
Mrs L. Benz (Learning Support, EAL 1:1)
Mrs A Luke (EAL, French 1:1)
Mrs V. Hornsby (EAL 1:1)