

Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL) Policy

This policy was reviewed in: May 2025

This policy is due to be reviewed in: May 2026

This policy applies to the whole School including EYFS

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Statement of School Aims and Objectives:

- To establish an effective system for helping all students in the School to achieve their potential including students for whom English is not their first language and the more able (see the School's More Able and Talented Policy which is available on request)
- To identify and support students who are having difficulties in any subject or skill, whether temporary or long-term
- To foster partnerships with parents and with relevant outside agencies to ensure the aims and objectives of the School are carried out
- To ensure all students are offered full access to a broad, balanced and relevant curriculum

SEND and Disability

This policy reflects the requirements of the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years (SEND Code 2015). This policy should be read alongside the Accessibility Plan which outlines how the School ensures access to the curriculum, education, benefits, facilities, services and information provided or offered by the School.

The SEND Code of practice defines the SEN categories as Communication / Interaction, Cognition & Learning, Social, Mental and Emotional Health, Sensory and/or Physical. A student will receive SEN support if they require additional provision in addition to the curriculum and are not making adequate progress.

Within the Code of Practice (pages 15 and 16), SEN is defined as the following:

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 or mainstream post-16 institutions.

The Equality Act 2010 sets out the legal obligations that Schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people 17*
- *They must not discriminate for a reason arising in consequence of a child or young person's disability*
- *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*

The legal duty to make reasonable adjustments means the School should take positive steps to make sure that disabled students can:

- *take part fully in education*
- *enjoy the other benefits, facilities and services that the School provides for students, including school trips*

Many reasonable adjustments mean a change in practice rather than equipment or extra staff. The School's duty to make reasonable adjustments is an anticipatory one. Anticipatory means that Schools need to think in advance about what a disabled child might need, and what changes may need to be made for them.

In making decisions about reasonable adjustments, there will be liaison with the child and parents to find solutions.

It may not always be possible to do what a child or young person feels is right for them, but it's important for them to know why it's not possible, and the School would communicate what can be done instead.

There are factors that will be involved in deciding reasonable adjustments.

These include:

- *the resources of the School*
- *if the adjustment was made, how much difference would it make to the child*
- *how practical it is to make the adjustment*
- *health and safety requirements*
- *how the adjustment might affect other students*
- *the financial and other costs of making the adjustment*

Legislation

This SEND Policy is written in response to the following:

- SEND Code of practice 0-25 years (2015)
- Children and Families Act (2014)
 - KCSIE 2024 ensuring all staff working in schools understand their safeguarding responsibilities
 - Equality Act 2010

English as an Additional Language (EAL)

We would identify any student for whom English is an additional language during our entrance procedures. Teachers would be informed of any new arrival and their identified needs to ensure that planning is incorporated to ensure access to the curriculum.

Roles and Responsibilities

EYFS

Ross Urquhart is Head of Pre-Prep and Prep. There is no designated SENCO in Pre-Prep and all SEND matters will be assessed and referred to the Head of Individual Learning.

Individual Learning Team (IL)

Lisa Britnell	Head of Individual Learning, Chartered Educational Psychologist and Teacher
Kate Mayall	SEN Teacher for English, Second in Department, In Training for Specialist Teacher for Dyslexia (SpLD) for Level 7
Yasmin Hussain	SEN Teacher for Mathematics
Treena Partridge	SEN Teacher for Mathematics and English (Pre-Prep, Prep and Senior), Level 5 Dyslexia qualified
Lorna Cooper	SEN Teaching Assistant

The Head of Individual Learning will be responsible for the implementation of the SEND and EAL Policy by:

- Overseeing the day-to-day operation of the SEND and EAL Policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for students with SEND and EAL
- Maintaining the SEND and EAL Register

- Liaising with parents and external agencies
- Contributing to the in-service training of staff
- Ensuring that appropriate plans are in place
- Ensuring that regular reviews take place
- Weekly meetings with Heads of Year to ensure concerns are picked up early

The Staff will be responsible for keeping their awareness up to date by:

- referring to the SEN and EAL Register, which can be accessed on iSAMS by all teaching staff and read SEN Student Passports issued for students with additional needs.
- reading and implementing the plans in place for each student, which can be accessed on iSAMS by all teaching staff and on SharePoint.
- bringing to the attention of Heads of Departments any students experiencing learning difficulties or lack of adequate progress in their subject or EAL needs.
- Ensuring the Student Passports for SEN are delivered in the classroom to support students.

The Headmistress will have overall responsibility and supervise the admission and assessment procedures.

The Governors support the SEND and EAL Policy ensuring the School is implementing the objectives set out in this document.

The SEND Code of Practice: 0 to 25 years (2015) makes it clear that "High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN". Regular training is provided to help all staff identify and support such students lead by the Individual Learning Department.

Identification and Assessment

The School is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the SEND Code of Practice: for 0-25 (2015) and for students for whom English is not their first language. A range of evidence is collected through teacher observations and assessments as well as discussions between the Individual Learning Team and subject staff. Students are supported in a variety of different ways as appropriated to their needs, which may include individual support, in small groups and/or in class.

Each student will be monitored through evidence from teacher observation, assessment and concerns expressed by parents. Standardised screening is also used in the Pre-Prep, Prep and Senior Departments including:

- Standardised English and Maths Assessments
- CAT/INCAs Tests
- Standardised Reading and Spelling Tests

The student's past educational history will be taken into account. If there is an Educational Psychologist's report, the student will be entered on the SEN Register at the awareness stage if no additional provision for support is required. This will alert teaching staff to previously identified needs.

Teachers are responsible for:

- Providing high quality teaching and a supportive and inclusive environment for all students
- High aspirations for all students
- Providing differentiated activities for students in their class to take account of SEND, EAL or the more able
- Monitoring closely students and liaising with the Individual Learning team about students they are concerned about to initiate appropriate assessment or intervention, where appropriate
- Attending reviews and provide reports, where appropriate
- Reporting to parents at reviews and Parents' Evenings
- Ensuring they have read and implement strategies within SEN Student Passports

There will be one of three outcomes to an assessment:

- No SEND problem identified in which case the student will continue to be supported through the usual processes of class teaching and tutoring, but can be raised as a concern again in case of further issues.
- SEND issue identified, student added to the SEND register, but no specialist 1:1 or group support required in which case the student will continue to be supported through the usual processes of differentiated class teaching, but carefully monitored.
- SEND issue identified, student added to the SEND register at SEN Support stage and specialist support via group lessons in the Individual Learning Department provided in addition to differentiation in the classroom.

Graduated response

- If difficulties arise and persist, the subject teacher informs their Head of Department or Head of Year who then consults with the Head of Individual Learning. This consultation may include:
Review/discussion of strategies in place or suggestion of new strategies or resources for differentiation and personalised learning
- Classroom observations
- Discussions with teachers and parents
- If appropriate a student SEND Passport will be drawn up to inform all teaching staff of identified needs and strategies to support
- Assessment suggested and discussed with parents to define areas of difficulty

SEN Support

Following consultation the following actions may be taken if SEN support is considered appropriate:

- Advice to staff from the Head of Individual Learning in managing the student's needs within the normal class differentiation
- The student receives appropriate differentiation and specific strategies in class over and above normal classroom differentiation including access to in class support from the Individual Learning team, students will be issued with a SEN Student Passport outlining their needs in the classroom.
- The student is offered extra support lesson(s) from the Individual Learning Department. A provision plan/record is drawn up with student and parents to ensure they participate as fully as possible and the student is placed on the SEN Register
- The SEND register is available on iSAMS and contains SEN information for all teaching staff to access regarding a student and their needs
- SEND Student Passports are issued to all teachers of the student requiring over and above our normal differentiation and setting arrangements.
- We do offer lunchtime sessions, when appropriate and this will be discussed with HODs, parents and students
- If the difficulties persist, an in-house Educational Psychology report may be discussed with parents or an outside agency may be involved e.g. a County Educational Psychologist or local Speech and Language Therapist
- Where concerns are with a student's social, mental and emotional health, the Deputy Head (Pastoral) may draw up a Well-Being plan (WBPs) or a Pastoral Support Plan (PSP). Advice can be sought from the Head of Individual Learning, as appropriate
- SEND and/or social, emotional and mental health concerns, actions and outcomes are logged on iSAMS
- The Head of Individual Learning and the School Counsellor will liaise, as appropriate over any concerns regarding a student's mental health
- If a student has an Educational, Health Care Plan there will be full co-operation with any outside agencies named and it will be reviewed annually

Access Arrangements and Reasonable Adjustments

- We have a rigorous system for awarding access arrangements. The Head of Individual Learning collates evidence of need with Heads of Year and Heads of Department. Following evidence from staff, the Head of Individual Learning will advise whether an assessment is needed to clarify eligibility. Following this assessment, access arrangements may be awarded and teaching staff informed. A central live document holds all access arrangements for students across the School and staff can access this at any point.
- The entitlement to examination concessions (Extra Time, use of a computer etc) is independent of the level of support that a student receives. It is entirely related to the level of need and difficulty identified and is dependent on the School having evidence that the concession is needed as well as qualifying scores from the in-house assessments carried out, or from an approved EP report. This evidence comes from a collection of class work, assessments and examinations.
- Teachers are required to allow for students with access arrangements in normal class work and testing wherever practicable. The School adheres strictly to the JCQ requirements regarding access arrangements: either two qualifying scores of 84 or below is needed on tests relating to reading accuracy, reading speed, reading comprehension speed, writing speed and cognitive processing or one score of 84 and below and one score between 85-89 on a different test related to speed of working, plus evidence of need supplied by teaching staff. If either of these elements is missing, access arrangements will not be granted. Once granted, the appropriateness of the concessions is kept under review.

EAL

For students for whom English is not their first language, subject teachers will be responsible for planning lessons to account for the student's needs. Teachers may consider that the following approaches are appropriate depending on the level and age of the student:

- Anticipating language or vocabulary that might create barriers to understanding
- Explicit teaching of new vocabulary, language structures and tenses
- Use of a bilingual dictionary
- Resources and materials in home language
- Use of visual and real objects to support meaning
- Ensuring speaking and listening are planned and scaffolded
- Providing models of the language, both oral and written

Where a student would benefit from focused support for their development of English, the Head of Individual Learning would be involved in assessing and planning additional support to work on specific aims and objectives alongside the class/subject teachers. This may be delivered through classroom-based support and/or additional support through a withdrawal session.

Documentation and Monitoring

Provision Plan/Record will be created for all students who attend the Individual Learning department lessons and who are on the SEND and EAL Register. The plan is a working document which describes difficulties, defines short term targets, strategies to be used, expected outcomes and chronicles review dates and progress. All plans are available to view on ISAMS/SharePoint to inform staff of targets, expected outcomes and appropriate strategies. SEN Student Passports will be issued to all teachers for students with needs requiring differentiation in the classroom.

Curriculum tracking and assessment is monitored through pre-prep, prep and senior subject department assessment cycles. These are discussed with the Head of Year and Head of Individual Learning throughout the academic year at assessment cycles periods.

SEND Register (recorded and updated on iSAMS) will record all students with any difficulties or diagnosis that staff should be made aware of. The star system (via iSAMS) will alert staff to any student with an SEN need in their class. It will be reviewed each term by the SENCO/ Head of Individual Learning in consultation with the following: Head of Pre-Prep, Head of Prep, Heads of Year, Head of English, and Head of Maths.

We believe the views and knowledge of parents can make a valuable contribution in their child's education. Parents are encouraged to keep in regular contact with the School regarding their child's progress. Parents are involved in reviewing their child's progress through informal communication with their teachers and through formal procedures such as parents' evenings and review meetings. The views and wishes of the student and their parents will be sought on a regular basis to aid evaluating progress and in meeting expected outcomes of Individual Learning support.

Any student who has made sufficient progress and met their targets set in their Plan will exit support lessons. A letter/email will be sent to parents by the Head of Individual Learning confirming this decision.

Discussions with parents and student, if appropriate, will be organised to consider decisions such as if their daughter needs an educational assessment by an Educational Psychologist or if a current Educational Psychologist report needs updating in preparation for external exams.

Resources

Individual Learning occupies a suite of four comfortable rooms, where students can feel confident and relaxed to receive specialised help in small groups or individually.

Equipment: a range of multi-sensory resources are available to support a variety of special educational needs. This includes interactive white boards, four computers/laptops, iPad and various software.

Staffing: Chartered Educational Psychologist and Teacher, One Specialist Teacher for Dyslexia, SEN Specialist Support teachers, and one Teaching Assistant for mentoring and academic coaching.

Finance: a budget managed by the Head of Individual Learning and allocated yearly to cover stationery, equipment/resources including ICT, books and copying charges.

Integration

Students visit Individual Learning with their full consent and co-operation after consultation with parents. When appropriate, discussion with parents includes the preferred curriculum lesson from which each student is withdrawn.

It is always a joint decision between the student, staff, parents and the Head of Individual Learning whether a student attends additional support lessons. It is hoped that the experience is enjoyable and beneficial. Students will return to class when support is no longer needed following regular reviews. A letter of confirmation is sent to parents at the beginning of support and again at the end by the Head of Individual Learning. Each student's file (paper and electronic on SEN profile) details assessment information (as appropriate) and individual provision plans.

Accessibility

The School reviews access in line with the requirements of the Equality Act 2010. Ease of access would be considered on an individual basis. For further information please refer to the School's Accessibility Policy (a copy of the Accessibility Policy is available on request).

Links

- Staff: There will be regular interaction between Individual Learning and all departments via written and verbal communication. There is regular attendance by members of the Individual Learning team in Pre-Prep, Prep and Senior English and Mathematics meetings. There will be opportunities for discussion at weekly Individual Learning staff meetings. The Individual Learning Department will contribute to the agenda of the main staff meetings for updating and training.
- Parents: Close links will be maintained via the following: Individual Plans, Reports, Parents' Evenings and verbal and written communication. It is essential that parents of students with SEND and EAL feel they can visit or speak to members of the Individual Learning team when necessary to address any concerns and celebrate achievements.
- If the Head of Individual Learning is unable to deal with a complaint, then it would be referred to the Deputy Head/s and then the Headmistress (See Complaints Policy).
- Outside Services: Links with the local Educational Psychology, Speech and Language and Specialist Teacher Services are to be open and available. The Individual Learning department keeps a copy of all Educational Psychology, Speech and Language and Specialist Teacher reports. Students with reports will be added to our SEN register whether they are receiving support in School or if not through the Awareness stage of the register. Reports are discussed and clarified with parents, the student and staff as and when necessary. Links are to be made with Medical and Social Services as and when necessary.
- Other Schools: To liaise with similar Schools to share ideas for the benefits of all concerned.
- Others: External sources of training such as INSET days on SEN are regularly attended by members of the Individual Learning team in order to keep up to date with Government legislation, research and updated training courses.

Transition Arrangements

Teachers from the Pre-Prep Department consult regularly with the Head of Individual Learning and Prep Department to ensure a smooth transition from Key Stage 1 to Key Stage 2 and with the Head of Lower School and Head of Individual Learning for students transferring from Key Stage 2 to 3.

Regular liaison and consultation takes place with students moving from the Prep Department into the Senior School. Members of the Individual Learning Team regularly attend Prep and Senior English/Mathematics Department meetings to ensure information about any student's needs and progress is communicated swiftly and effectively.

Individualised transition arrangements can be made for any student joining the School with additional needs. This might take the form of additional School visits prior to entry for familiarisation and meeting key staff.

Related Documents

SEND and EAL Register

Guidelines for the use of Well-Being Plans (WBPs) and Pastoral Support Plans (PSP)

Accessibility Policy