

Special Educational Needs and English as an Additional Language

for both Junior School and Senior School

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1. Introduction

The Special Educational Needs and Disability Policy takes into account the SEN Code of Practice (2014), the Children and Families Act 2014, the Equality Act 2010 and the Joint Council for Qualifications adjustments for candidates with disabilities and learning difficulties. The school recognises that all teachers are teachers of children with special educational needs and will use its best endeavours to meet pupils' special educational needs.

In line with Paragraph 2 of the Independent School Standards Regulations, the School's curriculum and schemes of work take into account the needs of those pupils with a statement / Education, Health and Care Plan (EHCP). This means that such pupils have the opportunity to learn and make good progress.

The School is academically selective and pupils are admitted by competitive examination. Pupils are selected on the basis that they are likely to be able to flourish with the academic curriculum offered. Consequently, the school does not deal with the full spectrum of ability or with the full range of special educational needs. The school admits pupils who have specific learning difficulties, physical or health problems if they are able to meet the entrance requirements.

Some pupils who are selected for places may have a special educational need or disability identified before or after admission to the school. The school is committed to the aim of

providing a challenging co-educational environment where all pupils are encouraged to reach their potential through an appropriate and challenging curriculum.

A pupil may have a special educational need and benefit from learning support if he/she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools for pupils of the same age.

Special Educational Needs and Disability can be considered to fall under four broad areas:

1. Communication and interaction (including Speech and Language Communication Difficulties, Autism Spectrum Disorder, ADD/ADHD)
2. Cognition and learning (including Specific Learning Difficulties, Dyslexia, Dyspraxia)
3. Social, mental and emotional health (including Depression, Self-Harm, Anxiety)
4. Sensory and/or physical (including Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder)

A number of pupils in the school are exceptionally able. These pupils may have a specific need but do not fall within the statutory definition of SEND. It is the policy of the school to cater for the special requirements of the most able within the school's academic range by offering them challenging and rewarding work which will stretch them and enable them to fulfil their potential.

A pupil is not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Pupils on the Autistic Spectrum Disorder continuum will be supported and monitored by the Autistic Spectrum Disorder Co-ordinator, who will discuss with the pupil their specific needs and produce a Pupil Learning Plan (PLP). He will also liaise with staff, parents and external agencies.

2. Admission arrangements

Admission to the school is selective; however, in accordance with the Equality Act 2010 the school will not discriminate against a person at any stage of the process. The procedure of selection to the school comprises an assessment of academic abilities and an evaluation of thinking, oral and social skills, with general awareness and confidence also being taken into consideration.

Currently special arrangements may be made during the application process for SEND applicants who are able to provide the school with an up-to-date assessment of need. If candidates have a physical disability or a medical condition, a letter or report from a relevant medical professional is required. In the case of specific learning difficulties, the school requires a report from a Specialist Teacher or an Educational Psychologist demonstrating the impact of the difficulty on exam performance. The report must establish that the pupil meets the criteria set by the Joint Council for Qualifications.

To ensure that appropriate arrangements are made, the Registration Form includes a request for information about any SEND issues a prospective pupil may have.

If a pupil is accepted into the school with known specific educational needs, the school has a duty of care to meet those needs. The Senior or Junior Learning Support Co-ordinator will liaise with the parents and the pupil on how the needs of the pupil can be best met.

If a pupil is accepted into the school and the special needs become apparent at a later stage the school will assess, in consultation with the parents and the pupil, how best it is able to meet those needs.

3. Implementation

With due regard to the National Code of Practice and the current policies in this School, the procedures used to satisfy the needs of pupils who have, or are suspected of having, learning difficulties or disabilities include:

(i) Identification

Identification comes about in a number of ways:

- Screening (on arrival at the school in Form 1, and in Year 7 and Year 9, or at other points of arrival)
- Information passed on by previous schools
- Notification by parents, often backed up by specialist assessment
- Observation made by any member of staff who has the responsibility for the teaching or guidance of the pupil
- The pupil raises concerns

Teachers identify or register any concern (academic, social, emotional or physical) and consult the Form Teacher who, having collated the relevant information, consults the Head of Year/Subject Department. The Head of Section should also be consulted at this stage. Reference is made to screening information (MidYIS, reading and spelling scores).

(ii) Gathering Information

Evidence will be gathered from the pupil, parents and the pupil's subject teachers.

(iii) Assessment

Low scores or a significant discrepancy in performance will trigger further investigation by a Specialist Teacher or an Education Psychologist after discussion with the pupil and his or her parents.

(iv) Use of outside agencies

If appropriate, and with parental permission, teachers and the Learning Support Co-ordinators may be supported by specialists from outside the School.

(v) Statutory Assessment

For a pupil with a long history of significant need, the Headmaster will consider the need for a statutory assessment and will, if appropriate, request a multi-disciplinary assessment via outside specialists and/or the local educational authority or appropriate agencies.

(vi) Education, Health and Care Plan

A local educational authority may consider the need for an Education, Health and Care Plan (HECP) which replaces a Statement of Special Educational Needs.

If a pupil with an Education, Health and Care Plan joins the School, the School is obliged to follow the plans guidelines through the funding provided by the local educational authority.

The School supplies to the responsible local authority such information as may be reasonably required for the purpose of the annual review of any statement / EHCP.

The School maintains a confidential list of all pupils identified as having learning difficulties or disabilities, which is given to all teaching staff and is available on the school's network. The list includes an outline of each pupil's difficulty and the action taken by the school.

4. Provision

The school will have a graduated response to the identification of special educational needs based on a three-wave model of provision mapping.

Wave 1: quality first inclusive teaching for all students, recognising that every teacher is a teacher of special needs. Each teacher will work with pupils to help overcome barriers to learning. This may include differentiated teaching, personalised learning and high expectations.

Wave 2: additional short-term interventions to support pupils who are underachieving or have a gap in their learning. This may include catch up lessons, revision sessions or study skills sessions.

Wave 3: individualised provision which is long term.

5. Parental Involvement

- Whenever parents contact Learning Support Manager/Junior SEN Co-ordinator to voice concerns about their child, their concerns are recorded and acted upon.
- If the concern arises in the School, parents are involved at the earliest suitable time; for a mild concern, this may be at a Parents' Evening. In more urgent cases, parents may be invited into School to discuss their child's needs.
- Parents' views are incorporated when assessing a pupil and when subsequent reviews are held.

- When possible, parents are involved in the Pupil Learning Plan process, meeting with the Learning Support Manager/Junior SEN Co-ordinator to review targets and discuss strategies being used.
- If a formal assessment by an educational psychologist is recommended to the parents by the school, it is the responsibility of the parents to arrange the appointment and to pay for the assessment.

6. Screening

All pupils new to the Junior School (Y3-Y8) are screened in the first few weeks of their time in the Junior School; these pupils complete a dyslexia-screener using the GL-Assessment program. We also do a standardised reading comprehension test and spelling assessment with all Y3-Y6 during the first half-term. Pupils in Key Stage 2 complete other standardised Reading comprehension, Mathematics, and SPaG assessments during the year. Pupils in Year 7 (U3) take the MidYIS tests in their first term.

Pupils are screened on entry to the Senior School (U4 - Year 9) using the MidYIS Tests, the Helen Arkell Spelling Test, the NGRT online reading assessment and a piece of creative writing.

All Lower 6 (Year 12) pupils are screened using the LUCID Exact online screening test. This assesses the speed of word recognition, reading comprehension accuracy, reading comprehension speed, spelling, writing speed and typing speed.

If a pupil's screening result is a cause for concern, and the pupil does not have a previous history of specific need, an initial assessment will be carried out by the Learning Support Manager or Junior School SENCo, for which the school does not charge. Appropriate support may be recommended in the light of the assessment's findings. Pupils who come to the school with a history of special educational needs will have provision made for them based on the findings of the assessment and the pupil's history of provision.

7. INSET

School INSET is provided on a regular basis to update staff on issues such as dyslexia, dyspraxia, Autistic Spectrum Disorder and ADHD/ADD. Local educational authorities provide INSET at the school for staff of pupils with an Education, Health and Care Plan (EHCP). Induction in learning support skills is provided for all staff new to the school.

8. Evaluation, monitoring and reviewing

Evaluation of the general progress of individual pupils is made on a regular basis using the school's monitoring and reporting framework. Pupil Learning Plans are reviewed annually or more frequently if an individual's needs require it. When the Pupil Learning Plans are reviewed, progress will be highlighted and further targets set in consultation with staff, parents and pupil.

Records are kept of all learning support assessments, Access Arrangements and contact with parents. These records are only available to those staff needing to consult them. The information may be used in the preparation of university and job references.

A summary of a pupil's educational psychologist's assessment and Individual Education Plan are available to staff through the school's computer network.

Copies of Learning Support reports are kept in individual pupil files.

9. Access Arrangements

Some pupils diagnosed as having a specific learning difficulty are entitled to access arrangements in external examinations, providing they satisfy the current criteria set down by the Joint Council for Qualifications

Pupils who are eligible for additional time will be allowed it in 'mock' GCSE and A Level examinations. Arrangements will be made to allow additional time in internal tests and examinations. However, it may not be possible to give extra time in all class tests / assessments or internal examinations.

Pupils who are assessed internally for Access Arrangements will be done so by a suitably qualified assessor who has completed a post graduate course at or equivalent to Level 7. A copy of the appropriate qualification will be kept on the staff file and a copy will be kept by the Examinations Officer. External assessors will have their HCPC, or Assessment Practising Certificate, status checked by the Learning Support Manager.

All assessments for Access Arrangements will be carried out following the guidelines provided for the administration and scoring of the tests.

It is the responsibility of the Learning Support Manager to inform the School's Examinations Officer of the exact requirements of each candidate.

The Learning Support Word Processing Policy outlines the School's policy on the provision and use of a word processor in examinations.

10. Responsibilities

The responsibility for giving all pupils the education best suited to them lies with the School Governors. The Headmaster is responsible for formulating the learning support practices and procedures carried out in the School.

The Learning Support Manager is responsible for the day-to-day management of the Learning support provision for all pupils in the school.

The role of the Learning Support Manager includes:

- Co-ordinating the Learning Support policy and practice in the School
- Responsibility for the day-to-day management of the provision of Learning Support for pupils in the Senior School
- Collecting and co-ordinating information about pupils who need or are suspected of needing Learning Support
- Senior School screening tests
- Liaison with the Junior School SENDCo
- Liaison with parents, particularly concerning pupils in the Senior School who need Learning Support
- Contacting outside agencies when appropriate
- Liaison with the Heads of the Junior School, Upper School and Sixth Form and with Heads of Departments
- Implementing, evaluating and reviewing the Personal Learning Plan (PLP) for any Senior School pupil as required
- Liaison with the Examinations Officer concerning Access Arrangements for candidates in examinations
- Assessing progress in conjunction with the Junior School SEN Co-ordinator
- Evaluating the quality and effectiveness of the School's provision
- Reporting to the Headmaster via the line management structure

The SEN Co-ordinator in the Junior School is responsible for the management and implementation of the provision for all pupils in the Junior School with special needs.

The role of the Junior School SEN Co-ordinator includes:

- Collecting and co-ordinating information about Junior School pupils who have or are suspected of having learning support needs
- Liaison with the Form Teachers and the Head of the Junior School
- Liaison with parents
- Drawing up, implementing, evaluating and reviewing Personal Learning Plans (PLPs)
- Communicating with all staff who may come into contact with the pupil
- Supporting classroom teaching, advising on all aspects of differentiation, teaching and learning styles
- Provision of 1:1 and small group support lessons
- Recording the findings, provision and progress of pupils with Learning Support Needs
- Contacting outside agencies when appropriate
- Assessing progress in conjunction with the Head of the Junior School and the Form Teacher
- Administering a programme of suitable screening tests for new entrants to the Junior School
- Junior School screening
- Reporting to the Learning Support Manager

11. Complaints procedure

The school takes complaints from parents very seriously and seeks to ensure that they are dealt with thoroughly at the appropriate level.

Most complaints are likely to be minor and to arise from misunderstandings, which can be resolved quickly. Parents who wish to raise a concern or complaint about any aspect of their child's education, including the management of any SEN or disability, may do so using the school's published Complaints Procedure, which is available on request from the school.

Policy for Pupils for whom English is an Additional Language (EAL)

1. Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

We aim to ensure that all EAL pupils are able to:

- Use English competently and confidently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures
- Be able to access external assessments (i.e. GCSE / A Level)

EAL is not considered a learning difficulty, but the school recognises that a pupil who has EAL may also have SEND needs.

2. Admissions policy

EAL applicants are subject to the same admissions procedure as other applicants. During the marking procedure, specific EAL issues that undermine performance are taken into consideration.

3. Provision

Upon arrival at Freeman's new students with English as an additional language are retested to reassess their English language level and language needs. This includes the Oxford Placement Test, a short essay, to assess writing skills and written communication ability, and a short interview, to assess oral communicative ability. Students are then grouped according to ability. Once grouped, the students are assessed more informally in class and any amendments to setting can be made.

For students whose first language is not English, the school provides courses to develop English language skills and communicative ability delivered by a specialist EAL teacher. Through structured course content the school aims to enhance the students' language proficiency to achieve both academic and social success in an English-speaking environment.

In U4 – U5 students receive a minimum of 2 lessons a week of EAL tuition, in addition to their mainstream English classes. Lower Sixth Form students attend two lessons of IELTS classes per week. Additional lessons can be arranged for those who require further input. In addition, support is offered to assist pupils with specific needs through offering support classes, subject specific support and preparation for university interviews.

Pupils in the Junior School with English as an additional language will be referred to the EAL Co-ordinator for an assessment. Advice will be provided to the class teacher and support lessons will be provided if they are considered necessary.

4. Reporting

All EAL pupils have two written reports a year, at the end of the Autumn and Summer terms. These specify what work has been done, pupil progress, areas of strength and for improvement, and a comment on attitude. We respond to requests at any time for individual progress reports from parents and guardians.

5. List of Examinations

IELTS - International English Language Testing System

This examination is widely accepted and demanded by reputable British universities as proof of English language proficiency.