



WESTONBIRT SEND POLICY

This policy applies to the whole school including EYFS

Last Review	Significant Changes
January 2025	Updated procedures
February 2026	Update and clarification on Wave 1/Watch List detail in Prep
July 2026	To reference EYFS Statutory Guidance effective Sept 1 st 2026, review of accessibility arrangements, the four areas of need, review of legislation and guidance KCSiE 2026.

1. INTRODUCTION

Westonbirt School is committed to the equal treatment of all pupils including those with Special Educational Needs (SEN) and Disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- Not treating disabled pupils less favourably than their peers
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- Ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the Early Years Foundation Stage (September 2021)

This policy should read in conjunction with the School's Admissions, Safeguarding, EDI (Equality, Diversity & Inclusion), Curriculum, Behaviour, EYFS policies and SENDA policies.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced educational provision to be made for them. In accordance with the Children and families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools and early years provisions.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children will not be 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 will be taught.

3. DEFINITION OF DISABILITY

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled and not all disabled pupils have SEN. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

4. THE FOUR AREAS OF NEED

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Area of need	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. GOVERNANCE AND STAFF RESPONSIBILITIES

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEN and disability.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

SENCO responsibilities include:

- determining the strategic development of the SEN and Disability policy in the School, together with the Head and Wishford Governance
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for children with SEN and disabilities, including integrated and enhanced provision and/or Education Healthcare Plans (EHCPs)
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND needs
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices and methods are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and/or disability
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

The Learning Support (LS) Department consists of a SENCO for the Prep and Senior schools and teaching assistants and/or teachers who undertake 1:1 and small group lessons as part of the LS provision. Outside professionals and agencies such as Occupational Therapists and/or Speech and Language Therapists are engaged as necessary.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

6. AIMS AND OBJECTIVES OF PROVISION FOR PUPILS WITH SEND

In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the learning needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

7. EDUCATIONAL INCLUSION

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Please refer to our Accessibility Plan for further information. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;

- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or anxiety, so that they are able to participate fully in the learning opportunities which the school offers.

8. IDENTIFYING AND SUPPORTING PUPILS WITH SEN AND DISABILITIES

The SEN Code of Practice 2014 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support. Our graduated response begins at EYFS in our Nursery where pupil's individual progress tracking sheets are used to identify areas in which a child may be challenged so that early interventions can be put in place, supporting each child's individual needs. We also conduct the Progress Check at Two Years old to assist us in identifying additional needs early and offering support.

Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been reviewed by our SENCO. All children are assessed through our normal processes when they enter our school; this is through a baseline assessment. From this, we can build upon their prior learning and any special provision already made for them.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which is usually borne by the parents. Where parents wish to request a formal assessment from outside of school, the school is able to recommend professionals who have experience in diagnosing a range of specific learning differences. Parents must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place that is reasonable, taking into account any advice from specialists.

Parents should always be consulted, be kept informed of any action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action. This can be achieved through arranged meetings, emails, reports, grade cards and Parents' Evenings. Parents will acknowledge their understanding of any enhanced provision put in place for their child by signing the pupil's Learning Plan (via digital form) and understand that the learning journey will differ to those of their peers according to the severity of their challenges.

When a child demonstrates behaviour that is consistently unacceptable, a Behavioural Support Plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the school's Behaviour Policy must be implemented.

Early identification of special educational needs and disability is vital. This is achieved through regular discussions with teachers and monitoring of pupil assessments by the Learning Support Team every term. Teachers can report pupil SEND concerns to their SENCO. At this stage the SENCO will begin to gather additional information, through observations, further assessment (if relevant) and potential referrals through to external agencies with parental permission. Strategies and practical support to address the pupil's needs are put in place and documented. Wherever possible, we aim to meet children's learning needs through quality first teaching using differentiated planning, teaching and support, as part of our normal classroom practice. As further assessment and interventions are reviewed and coordinated placement onto the SEND register will be considered at the appropriate Wave of support.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review.

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to their need. If not already done so, the School may, in consultation with parents, engage external agencies and professionals to help assess the children's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the SENCO will agree, in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place and record this information.
- **Do:** Learning Support Tutors/Teachers will work closely with the SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed regularly to enable a pupil to achieve their targets. Due to the rate of developmental change, EYFS pupils will be reviewed at a minimum of 6-weekly intervals and may be flexible according to the individual child's needs. We will review the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil as appropriate. Where specific Speech and Language targets are provided by the Local Authority, these will be reviewed at intervals as per LA guidance.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Prep School Provision

The Prep school offers three levels of support which are titled Wave 1, Wave 2 and Wave 3.

Wave 1 provides integrated provision usually within the school fees, Wave 2 and Wave 3 provides different levels of enhanced provision and is at a cost to parents. Please refer to our Fee Schedule for costings.

Wherever possible, we do not withdraw children from the classroom but to maximise learning, we ask the children to work in small groups as part of our integrated provision. If our assessments indicate or confirm that a child has a significant long-term learning difficulty, we continue to use Wave 1 strategies to support them, but will also offer a more specialist individualised provision, designed to meet their specific needs. If children reach this stage then parents will be made fully aware of our concerns and are advised that a screening or full diagnostic assessment would be necessary. This is offered by the school at a cost. Details of charges are to be found in the School's Fee Schedule.

Support and interventions provided by the School and/or external agencies is recorded in a Provision Map alongside the SEN Register, when a child is receiving Wave 1, 2 or 3 support. Provision mapping helps to track and monitor interventions and support over time to ensure a child's needs are being met and that the School is doing all that is reasonable to support the child's needs. This provides a summary of the support in place. More comprehensive information is found on a pupil's Learning and Support Plan. These are in place for all children who are receiving support at Wave 2 and 3, and for most children at Wave 1.

WAVE 1:

Wave 1 provision is high quality, inclusive and adaptive teaching. These are children who show gaps in their knowledge, identified through both observation and assessment data but may only need low-level support. Pupils will be placed on the Wave 1 Intervention List should initial support be identified in a particular area.

It may be appropriate to include this on a My Support and Learning Plan, to record the assess, plan, do, review process and to ensure that where a pupil's needs are to be escalated there is evidence to do this to external agencies.

At EYFS, this will be detailed in the form of next steps either in their 2-year-old check or in the end of year transition report. Differentiation strategies are used by the class teacher to meet the child's needs, for example fidget aids, having a chair instead of sitting on the carpet, small group work such as BLAST, social skills groups, listening groups. Parents are informed that their child has been put on the List and this is reviewed half termly.

From Years 1 - 6, if a child has difficulty with a particular concept, then appropriate Personalised Learning Pathways (PLP) sessions are sought and planned for, such as a phonics support programme, Emotional Literacy, Zones of Regulation, Maths intervention as part of the school's planned timetable. These sessions are led by Form Tutors, Specialist Teachers and Teaching Assistants.

If it is found that, after two reviews (and therefore two school terms) of integrated provision at Wave 1 level, a child has not made their expected progress, then parents are informed and will be guided to Wave 2 support or, in some cases, directly to external professionals who are qualified to undertake further assessments with the child to ascertain where their challenges lie and how the School and parents can support them to make good progress.

Equally, if a child has made significant progress, they can be removed from the List or returned to the 'Watch List' and parents are informed.

WAVE 2:

When a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, a tailored intervention will be provided, through the support of a Learning Support Tutor or Teacher. This is referred to as Wave 2 provision, and pupils in receipt of such intervention will not necessarily be considered to have a specific learning difference at this stage. However, the pupil is placed on the SEND Register to recognise enhanced provision is in place. The SEND Register is updated termly (Half-Termly at EYFS

due to rate of developmental change). A Learning and Support Plan will be written to ensure SMART targets are specifically addressed.

The Learning Support Department will offer 1:1 learning support lessons that are additional to those provided as part of the school's usual working practices for pupils in Years 1 - 6. The 1:1 learning support lessons are chargeable. (Please refer to the Fee Schedule on the school's website for current charging). The provisions are planned, overseen and assessed by the SENCO following the Assess, Plan, and Review cycle. If it is found that a child has not made their expected progress at the bi-annual review, then parents are informed and further investigation into their learning may take place.

WAVE 3:

At this point, parents are advised to investigate further through an assessment by an Educational Psychologist, Clinical Psychologist, Paediatrician or Paediatric Occupational Therapist. For EYFS pupils, the SENCO will seek advice from the local authority Early Years Inclusion Officer. A support programme may be implemented and the Local Authority will require a 'My Support and Learning Plan' in which information and outcomes will be reviewed three times per year (termly) and these are monitored by our SENCO and SEN Lead Worker at the local authority in which the young person resides.

If a specific learning difference is identified the children will still be included on our SEND Register and may be offered support from our Specialist Teachers/Tutors depending on the level of need. As with Wave 2 level, the 1:1 learning support lessons are chargeable. However, if the recommendations are for external therapy and direct support designed and delivered by a qualified practitioner such as SALT, Physiotherapist, Occupational Therapist, or Psychologist/Psychotherapist, that goes beyond the area of expertise of school-based staff, this would equate to Wave 3 provision.

The SENCO will oversee the planning and provision for pupils in EYFS - Year 6 and take the lead in further assessments of their needs.

The pace between Waves of support may be accelerated if the parents, and/or school feel that to do so would enhance the outcomes of the child.

Learning and Support Plans

Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, PLP Sessions, or where the pupil has specific specialist needs, any support the child requires will be recorded on a Learning and Support Plan which is generated through discussions with external agencies, teachers, Learning Support team, the pupil and parents. Some pupils receiving additional input through Wave 1 will not need Wave 2 or 3 level of support, especially if normal classroom planning can easily encompass support for their individual needs.

A Learning Plan will record the child's strengths, the nature of their specific learning needs and other barriers to their learning, strategies that will help them in the classroom, the planned special provision being made, the agreed targets set for the child, and the teaching strategies and additional support to be used. It will track progress against intended outcomes, with the inclusion of attainment data and attendance data. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place bi-annually in February and September.

Through Learning Plan review meetings, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support and seek to involve them in decision-making about the provision planned for their child. By acknowledging the Learning Plan and digitally signing the Learning Support Contract,

parents are agreeing to SEND intervention at Wave 2 level and above. Parents will always be advised if their child is placed on the Wave 1 Intervention List and notes recorded on our school management system (CPOMS).

Learning Support Contract

Parents of children who are directed to Wave 2 or Wave 3 support that includes 1:1 or small group tailored provision will be sent a Learning Support Contract following an initial discussion with the SENCO or the child's Form Tutor. The contract will detail: the support the School intends to provide, who will provide the support and when, the costs associated, together with notice periods and review timelines. Additional support will not ordinarily be able to commence until we have agreement from parents.

Senior School Provision

In the senior school, pupils with direct intervention in place have Individual Education Plans (IEPs) as do some pupils with past interventions, a diagnosis and access arrangements. IEPs are reviewed termly, and also when a change to need occurs to ensure they include the most relevant qualitative and quantitative information. IEPs focus on practical strategies to employ and assessment data to refer to so that classroom teachers can deliver the curriculum effectively. Teachers are also informed of all pupils with access arrangements in place and are routinely requested to contribute relevant data to ensure evidence is updated and relevant. Screening data and most recent assessments impacting changes in access arrangements are shared separately by the Access Arrangements' coordinator in the weekly briefing notes. A hyperlink to all IEP's is also available on the weekly briefing notes.

The process of identification and assessment in the senior school usually starts with liaison with parents and feeder schools before a pupil enters Westonbirt. Parents and pupils are invited to visit the school to discuss Learning Support requirements of the pupil. Communication with other schools and individual assessments are then carried out as appropriate and recommendations discussed. Parents and Schools are requested to complete an LS questionnaire as part of the transition period for all Y7 intake and LS work closely with HOY in collation of information.

Whole year group screening in years 7, 10 and 12, to identify any pupils that may need support or access arrangements for examinations is carried out in the Autumn Term. At this point in the term new pupils in other year groups will also be required to undergo the screening. Assessment is broad and covers reading comprehension, writing rate, visual processing speed and spelling.

Pupils identified in screening with scores of below SS85 will be highlighted to be monitored through tutors and subject departments. They are flagged as being 'monitored' on records with a request that teachers complete a 'Teacher Concern' form if they are struggling to improve assessment scores. This is available on the daily bulletin. If this happens, then they will have further assessments and recommendations made for interventions or AAs by the Access Arrangement's Coordinator. Please request separate AA policy/procedure for further information.

The effectiveness of any assessment and intervention should be influenced by the involvement and interest of all parties concerned; the staff, the parents and pupils. A graduated approach to support is based upon the Code of Practice.

- Pupils are monitored via Round Robins sent to staff as and when necessary.
- Weekly liaison with Health and Wellbeing, Safeguarding and pastoral leads ensures that access to pastoral support from the LS staff is explored and delivered when necessary. This includes alternative timetabling provision when needed.
- Individual lessons are recorded which includes assessment for action.
- Literacy and Numeracy groups follow the schemes of work for Functional Skills, unless the student's needs require them to be taught separately for subjects at GCSE level, English for example. These alternatives are agreed with parents/ carers on a case-by-case basis.

- Pupil's progress is discussed and monitored considering whole school testing and tracking and reports are written by LS teachers as part of the normal school report cycle. Reports are full written reports.
- Assessment results are shared with HODS and data used as part of the school's tracking. LS teaching staff have access to baseline tracking and monitor individual progress using this information.

9. PROVISION FOR PUPILS WITH AN EDUCATION HEALTH CARE PLAN (EHCP):

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to make an application for a Needs Assessment, for the potential issue of an Education, Health and Care Plan. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

10. RECORDING PROGRESS OF PUPILS WITH EHCPs

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Learning Plan and through the Annual Review process. This is drawn up in consultation with the pupil's Form Tutor, Learning Support Tutor and/or Specialist Teacher and the SENCO, the pupil and their parents. The Learning Plan contains key information such as:

- Details of SpLD (if diagnosis available)
- Learning styles
- Exam/assessment requirements
- Pupil voice
- Long term target (outcome sought)
- Short term target
- Assessment criteria
- Teaching strategies
- Additional or different provision of support in place
- Involvement of any specialist or professionals
- Date the Learning Plan was drawn up and date for review.

The Learning Plan will be reviewed and updated as a minimum bi-annually in February and September.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and where appropriate to contribute to setting their own targets. Where enhanced provision is in place at Wave 2 and 3 level, a Learning Support contract will be produced by the SENCO and acknowledged by the parents. Charges for learning support are billed in advance and subject to notice. Please refer to the school's published terms and conditions and fee schedule.

11. EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) in Prep School

Please see separate EAL policy for the senior school.

The aims and objectives outlined below apply to all children in the school, including children in the Early Years Foundation Stage (EYFS) for whom the revised 'Early years foundation stage statutory framework - Setting the standards for learning, development and care for children from birth to five' now applies (Sept 2026).

Reasonable steps must be taken to provide EAL pupils in the EYFS to use and develop their home language as well as ensuring that they develop their English Language skills to be ready to benefit from the opportunities available when they begin Key Stage 1 (Pre-Prep education). However, any assessment of communication, language and literacy skills must assess their skills in English. Should a child not have a strong grasp of English, the child's skills must be explored with parents/carers to establish whether there is any cause for concern over language delay.

We hold records of EAL learners on a register and through a monitoring category on CPOMS. They are defined as: Pupils who have been exposed to a language other than English during early development, and continue to be exposed to this language in the home or in the community

We record their attainment and progress according to agreed school procedures.

Aims and objectives

- Raise awareness of the school's obligations to English as an Additional Language (EAL) pupils, including those pupils in the EYFS.
- To support planning, organisation, teaching and assessment procedures.
- To assist with strategies to meet the needs of pupils, including those pupils in the EYFS who have English as an additional language.
- To raise pupil achievement.

Key principles of additional language acquisition

- EAL pupils are entitled to access all the programmes of study and teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for a number of years.
- Language develops best when used in purposeful contexts across the curriculum.
- Language demands of learning tasks need to be identified and included in planning.

- All members of staff (teaching, pastoral, administrative and ancillary) play a crucial role in modelling uses of language.
- A clear distinction should be made between EAL and Special Educational Needs and Disabilities (SEND).
- Progress in acquisition of English is regularly assessed and monitored.
- Assessment methods in all subjects are selected with sensitivity to the pupil's understanding of English.
- Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL-specific objectives.
- Staff regularly observe, assess and record information about pupils' development of language.

Reporting Procedures

Reports are written according to the general reporting procedures of the school. Please refer to the Curriculum & Assessment Policy for further details.

Teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening including both process and presentational talk, and use is made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language. There is also opportunity for PHSE issues to be raised through the Listening Service.
- Additional visual support is provided, e.g. posters and pictures, photographs, objects, demonstration, use of gesture.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- ICT is a valuable tool in assisting learning.

Learning Support and Able, Gifted and Talented EAL Pupils

- Most EAL pupils needing additional support do not necessarily need Learning Support.
- Should support be required, EAL pupils have equal access to school's provision.

- If EAL pupils are identified as Gifted, Able, Talented and Interested (GATI), they have equal access to school's provision.

Entry to the school

Information is gathered from overseas agents and/or parents about the following, in order to appropriately cater for the child's needs:

- Pupils' linguistic background and competence in English
- Pupils' previous educational experience and attainment
- Pupils' family and biographical background

ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. This includes the use of laptops and iPads within the classroom environment. Children who have been assessed and are diagnosed as experiencing difficulty with writing for a prolonged period of time will be encouraged to use alternative means of recording. Where necessary pupils will be required to have specific interventions through learning support to learn how to use alternative means of recording effectively. This may include touch typing, learning to use an AAC device, and/or learning how to use dictation software. They are also encouraged to use 'voice to text' technology to help support their working memory during longer pieces of independent writing.

PARTNERSHIP WITH PARENTS AND CARERS

The School works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs and disabilities.

PUPIL PARTICIPATION

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are involved in an appropriate way in agreeing targets in their Learning Plan review meetings. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

MONITORING AND REVIEW

The SENCO will monitor the progress or difficulties of children on the SEND register and work with their Form Tutor to maximise their provisions.

The SENCO will provide staff and the Senior Leadership Team with summaries each term showing the impact of our policy on the effectiveness of our SEND provision.

FURTHER ASPECTS RELATING TO SEND PROVISION

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission based on its standard selection criteria from time to time.

The School endeavours to ensure that it can fully support the needs of all prospective pupils. Parents of children with special educational needs and disabilities are advised to discuss their child's requirements with the School before the School considers the application for a place so that adequate provision can be made for them. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a 'taster day'.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a pupil with additional needs or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the school will endeavour to help parents to find a suitable alternative setting/school for the child.

Three-year SENDA plan

This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour Policy and Anti-Bullying Policy make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays these behaviours.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The school also recognises the need to work collaboratively with families to explore the potential for neurodiverse presentations when behaviours and social communication and interactions concerns are flagged. The school will work with external providers and families to provide advice in relation to observations in school.

Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the SENCO with regard to any application for additional support as soon as reasonably practicable.

The SENCO will process applications for appropriate examination access in conjunction with the Deputy Head Academic.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher if their child's progress or behaviour gives cause for concern.