



SEND (including EHCPS) and EAL policy

Independent school standards	Paragraph 32(3)(b)
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Introduction

St. John's Preparatory and Senior School provides a broad and balanced curriculum for all pupils. When planning, teachers set suitable learning challenges and respond to different learning needs. Some pupils will have additional needs, including special educational needs and/or disabilities (SEND) in one or more of the following areas:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical needs
- medical conditions.

It is the responsibility of senior leaders, the SEND Co-ordinator (SENDCo) and teachers to proactively plan and support pupils, whether they have general or specific learning difficulties, physical and sensory impairments, or emotional and behavioural difficulties. Some pupils may have education, health and care plans (EHCPs), though this is exceptionally rare at St. John's as we do not provide specialist teachers or resources for the more extreme needs covered by EHCPs.

The School will always make reasonable adjustments for pupils with additional needs and do everything possible to ensure that all pupils are included as part of our community.

Pupils may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for these pupils takes account of the type and extent of the difficulty experienced by them.

Parents should note that a pupil who finds a particular subject difficult does not necessarily have SEND; there will often be disparities in the speed with which pupils learn, in their skill at solving problems and in their general acumen.

Though it is the overall responsibility of the SENDCo to ensure that appropriate provision is made for pupils with SEND, it is acknowledged that **all teachers are teachers of pupils with SEND** and, as such, supporting pupils with SEND is a whole-school responsibility. The teaching staff are expected to be familiar with the individual needs of their pupils and to make their best endeavours to provide reasonable adjustments through differentiated activities and additional support.

At St. John's we aim:

- to create an environment that meets the individual needs of each pupil
- to ensure that the individual needs of pupils are identified, assessed, and provided for in a timely way
- to ensure that all partners in the process of meeting a pupil'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 pupils' individual 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 pupils to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that all necessary resources are made available to meet pupils' individual needs.

We have high expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- 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 pupils' needs by:

- providing additional support for pupils who need help with communication, language and literacy
- planning to meet pupils' 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 pupils' full participation in learning, and in physical and practical activities
- helping pupils to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the School offers.

Admissions

As per our admissions policy, we are an independent, selective school and welcome all pupils who meet our entry requirements. As per the relevant legislation, including the Equality Act 2010, no pupil will be disadvantaged when being considered for admission because of their SEND or any other protected characteristic. However, whilst we will make every endeavour to make reasonable adjustments, St. John's is not a specialist provider for SEND and regrettably are unable to provide specialist teaching or resources for pupils with SEND.

Parents of a child who has any SEND **must** provide the School with full written details at registration, or subsequently, either before they take the entrance exam or at interview so that any reasonable adjustments can be made to the admission process. Where access arrangements and/or reasonable adjustments may be required for the entrance examinations, documentation (e.g. EHCP, educational psychologist

assessments, medical letters) must be submitted by the deadline given by the School. Access arrangements may not be provided if this deadline is missed.

It is important for the School to have access to any documentation, including an EHCP where there is one, which will help staff to understand the pupil's specific need and to consider implications for teaching practice and any reasonable adjustments which are required to be made.

Identification and assessment

Many of the pupils who join us have already been in early education. In many cases pupils join us with their needs already assessed. Early identification is important to ensure pupils with SEND receive the appropriate support to reach their potential. In the case of pupils with SEND arriving with a history of additional needs and provision, the Principal or Headteacher and SENDCo will review the pupil's needs and their name will be added to the SEND Register.

In the Senior School, pupils are assessed in the first term of admission. Additionally, pupils across both schools complete termly assessments at the Prep. School and half-termly assessments at the Senior School, which give a good indication of any specific additional needs.

If our assessments show that a pupil may have a learning difficulty, the School will report and consult with the parent(s) as necessary and at the earliest possible opportunity, and make recommendations. There may be occasions when parents are advised to consider a more careful assessment of their child's educational needs, which could involve use of external specialist consultants.

School support and monitoring

If the test results or other monitoring processes indicate that a pupil may have a learning difficulty, the School will usually adopt a graduated response. The teacher together with the SENDCo will suggest strategies for use in the classroom and at home, and the pupil's progress will be carefully monitored. The pupil will be placed on the SEND Register and class teachers (Prep. School), Form Tutors and subject teachers (Senior School) informed. Parents of all pupils on the SEND Register are kept fully informed.

Teachers use a range of strategies to meet pupils' individual needs. Lessons have clear learning objectives; we sometimes differentiate work by outcome or by content depending on the subject material concerned, and we use assessment to inform the next stage of learning.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Pupils at the Prep. School who have difficulty in Literacy and Numeracy are provided with interventions organised by their class teacher. Any additional support is provided at appropriate times that do not impact on the pupil's experience of socialising with

other pupils or access to the wider curriculum. Pupils in receipt of additional support are closely monitored. Progress is reviewed continuously throughout the term.

In the EYFS, pupils who are experiencing difficulty will be given an IAP (Individual Action Plan), which will be implemented by the Head of Early Years. Intervention sessions will run during the school day. Pupils who do not show significant progress over time may be subject to further assessment.

In the Senior School, monitoring and review of the pupil's progress occurs through regular internal review including meetings between staff, discussion with the pupil, ongoing parental contact, parents' evenings, half termly reviews and end of term reports.

Referral for specialist assessment

If a pupil's needs require further assessment, referral documentation is gathered and collated by the Head of Year and the pupil's teacher in collaboration with the SENDCo before being passed to the Principal or Head Teacher. The School will then meet with the parent(s) who should arrange for their child to be formally assessed by an educational psychologist or a specialist assessor holding an approved qualification (e.g. a speech and language therapist) and to agree to follow his/her recommendations. The SENDCo and teachers will be informed of any recommendations made.

The School will only accept external psychological and specialist assessment reports if the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the School takes place before the assessment. All costs for professional services will be met by the Parents. Parents are strongly advised to share the psychological report, or other professional report, with the School in order to discuss how the School can be involved in meeting some of the recommended learning arrangements. If recommendations cannot be addressed within School, this will be documented and appropriate strategies discussed with the parents.

Where this assessment shows that the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in an Individual Education Plan (IEP). Should a pupil need an IEP, they will be involved at an appropriate level in setting targets for themselves. Pupils would be encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Some pupils receiving support through the class teacher will not need an IEP if normal classroom planning can easily encompass planning for their individual needs. An IEP will record the nature of the pupil's SEND, the planned objectives of the special provision being made, the agreed short-term targets set for the pupil, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

Education, Health and Care Plans (EHCPs)

Parents have the right to ask the local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. The School also has the right to ask the local authority (LA) to arrange an assessment. The School will always consult with parents before exercising this right. If the LA refuses to make an assessment, the Parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has an existing EHCP, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHCP can be delivered by the school.

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the EHCP will need to be charged either directly to the parents or to the LA if it is responsible for the fees and the School is named in the EHCP. The School will co-operate with the LA to ensure that relevant annual reviews of EHCPs are carried out as required.

Additional welfare needs

Pupils with individual needs and disabilities can face additional safeguarding challenges. Please see the relevant section in our safeguarding policy.

The School recognises that pupils with SEND may be at risk of being bullied. Please see our anti-bullying policy.

Use of word processors

Only a candidate who has been given permission to use a word processor as their normal way of working in School may use one in examinations. The School will provide support for all pupils to ensure they can perform to the best of their abilities in all examinations. Using a word processor in every examination may not best serve the interests of the pupil. The use of a word processor for examination purposes must be discussed in full with the relevant leader at least one academic year ahead of any external examinations. There must be sufficient evidence and time to practise using a word processor before it can be agreed as an examination access arrangement.

In addition to the qualification criteria above, a pupil must also be able to demonstrate sufficient time, specific practice and rehearsal of word processor use in tests and examination conditions; this must be documented over at least one academic year. In exceptional circumstances, the use of a word processor will be allowed in a shorter timeframe, for example in the case of a temporary injury.

All word processors for examination use must be provided by the School. No personal laptops can be used in examinations. The School will provide an appropriate word processor facility which conforms to regulations stipulated by the examining bodies.

English as an additional language (EAL)

English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

We support pupils with EAL through planning differentiated tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate. In addition, we ensure that our classrooms are vocabulary rich and that classroom displays reflect and support the current learning topics in order to reinforce new vocabulary.

Assessment on admission

The pupil's needs should be identified during the admissions process. A meeting with the pupil's teachers and the parent(s) begins the process of ongoing evaluation to meet the pupil's needs. Following this, lessons will be planned appropriately. The teacher will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENDCo at the end of each term.

Teaching and learning

Staff can help pupils learning English as an additional language in a variety of ways.

- By planning differentiated work for pupils with EAL if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that pupils with EAL are set appropriate and challenging learning objectives.
- Recognising that pupils with EAL may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Access and support

- All pupils will follow the full school curriculum.
- Pupils with EAL may be supported by an additional staff member in the classroom.
- Where absolutely necessary, withdrawal support may take place.

Beginner pupils with EAL

It takes 1–2 years to become fluent in everyday spoken English, but 5–7 years to develop proficiency in formal, written English.

At St. John's, we aim for all pupils with EAL to:

- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from mathematics or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences.
- Enable pupils to draw on their existing knowledge of other language/s.
- Encourage and use bilingual support from other pupils and staff.
- Use translated materials and bilingual dictionaries.
- Use visual support of all kinds (diagrams, maps, charts, pictures).
- Develop card sorting, sequencing and matching activities.