



SEND & EAL POLICY

**This policy has been written with due regard to:
Special Educational Needs and Disability (SEND) Code of Practice 0 -25 years, DfES
Jan 2015
The Equality Act, 2010.**

General Aims and Principles

At Ayscoughfee Hall School we aim to create a curriculum and environment in which all pupils, including those with special educational needs and/or disabilities, can develop physically, intellectually and emotionally at a pace that is suited to their individual need and where all pupils have equal opportunity to access the curriculum in order to realise their full potential.

We encourage, in all members of the School, a code of positive behaviour that promotes consideration for and tolerance of the needs of others. We believe that every pupil should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

Admissions

The school does not discriminate against the admission of pupils on the grounds of special educational needs or disability. Reasonable adjustments are made under the admission procedures; provided the School has been given the necessary Educational Assessment (usually an Educational Psychologist's report) or Medical Assessment and the accompanying recommendations are then followed.

Working Definitions

Disability is defined as: 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The SEND Code 2014 says that 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 pupil has a learning difficulty or disability if:

- (a) he/she has a significantly greater difficulty in learning than the majority of pupils of the same age, or
- (b) he/she 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
- (c) he/she is under compulsory school age and he/she is likely to fall within the definition at (a) or (b) above when he/she reaches compulsory school age or would so do if special educational provision was not made for him/her (Section 20 Children and Families Act 2014)

At Ayscoughfee Hall School we recognise that intellect is not measured in the ability to speak English fluently.

Pupils must 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.

Should SEND be identified, EAL pupils will have equal access to the school's SEND provision.

Likewise, EAL pupils identified as Gifted and Talented will have equal access to the school's provision for more able students.

Some children have needs or disabilities that affect their ability to learn. For example:

- behavioural/social (e.g. difficulty making friends)
- reading and writing (e.g. dyslexia)
- understanding things
- concentrating (e.g. Attention Deficit Hyperactivity Disorder)
- physical needs or impairments

The definition of a disability under the 2010 Equality Act is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

In dealing with SEND pupils a graduated approach will be used as set out in the SEND Code 2014: Assess, Plan, Do, Review.

Stages of Provision

There are FOUR stages; at ALL stages parents have a right to be involved.

1) Assess:

It is our aim to identify a pupil's special educational needs as early as possible. At the pre entry stage, the Headteacher gathers information from the child's parents and any other agencies involved with the pupil before their admission to the school, for example, speech therapist, physiotherapist, etc.

Teachers will use their own professional judgement to make informed decisions about pupils they consider to be performing at a level significantly different to that of their peers or to have some form of special need. A number of standardised assessment opportunities are scheduled within the academic year (see the school's Assessment Policy). These assessments will highlight a pupil's strengths, weaknesses and, in cases of very low attainment, may indicate learning difficulties or, in cases of high attainment, pupils who are particularly able.

It is important to recognise other factors that may adversely affect a pupil's performance. These may include family upsets, new school setting, absence due to illness etc. If these factors are having an impact on the pupil's educational performance then the pupil will require monitoring and will be referred to the SENDCO. The school has details of a number of outside agencies, including Educational Psychologists and Speech and Language Therapists.

A member of staff's concerns should be discussed with other staff as deemed necessary. Written evidence (pupil's work) should normally be presented to support and assist effective diagnosis of difficulties. It may be decided to monitor the pupil for a while.

Such pupils will be monitored, and their progress checked every term by the SENDCO.

2) Plan:

If additional or different interventions are required, the class teacher (and SENDCO if necessary) should facilitate further assessment and plan, monitor and review a suitable in-house programme in the form of an Additional Support Plan (ASP). Class teachers must take the initiative and register their concern in respect of a pupil's difficulties. The 'Special Educational Needs Identification Record' found in Appendix 1 of this document should be used. It records the concerns raised. The physical, learning, emotional and social development should all be considered.

3) Do:

When an Early Years practitioner or class teacher who works day-to-day with the child, or the SENDCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum.

A pupil is designated as being suitable for an ASP if, despite receiving differentiated learning opportunities, he/she:

- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, communication and/or interaction difficulties, and continues to make little or no progress despite the provision of specialist equipment or assistance.

Depending on the nature of the pupils difficulties, the SENDCO may use some diagnostic testing or informal assessment. The results will be discussed with the Headteacher. If it is felt that the pupil would benefit from additional learning support then the parents will be informed. There will be a short review meeting to check a pupil's progress after half a term (or equivalent period). The pupil's progress will then be monitored in total for a period not exceeding one full term (or equivalent period), after which a full progress review will be held. Parents will be informed if any change to the level of support is indicated. For pupils who are deemed to need one to one assistance for a specific area of learning, the SENDCO will draw up an Additional Support Plan (ASP), identifying areas of strength and weakness, suggested general teaching strategies that will assist the pupil in his/her learning and specific short term targets and success criteria. The ASP is a working document for all teaching staff and is reviewed at least every term in consultation with parents.

4) Review:

If it has been noted at a review that the pupil continues to have significant difficulties or is making insufficient progress towards the agreed targets, despite receiving the individualised programme of support, then external advice will be sought. This usually takes the form of a recommendation to parents to arrange for a full report to be conducted by a chartered Educational Psychologist or other outside specialist.

Following the assessment, a full review meeting is held – normally between the Headteacher, SENDCO, parents and class teacher, to confirm strategies that will be used when teaching the pupil, as recommended by the Educational Psychologist's assessment (EPA) or a report from another outside specialist. A revised ASP can then be drawn up. The school will make every effort to provide the amount of time (specialist teaching) recommended in the report. If this is for expert provision, e.g. speech therapy, specialist

dyslexic support, educational physiotherapy, then the school may provide an environment for a visiting professional to support the pupil on site, with the cost of this paid for by the parent, thus saving valuable time travelling to and from such professionals during the school day.

The school is compliant with the Equality Act 2010. In order to ensure that the SEND children are accessing the curriculum to the best of their ability; the information is presented in a range of ways and tailored to meet individual needs through differentiation by task. For pupils who require ASPs on a long-term basis, a less demanding environment is often more beneficial. Very occasionally a pupil is directed to another more suitable school, where the approach is more appropriate. This is done after discussion with, and in conjunction with the pupil's parents, staff and any outside agencies involved.

Storage and Communication of Information

Information collected about a pupil's SEND will be kept in the SEND file held by the SENDCO and a record kept on the child's personnel record. Any information relating to SEND is always held in the utmost of confidence and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents and the Headteacher. A written record will be kept of all meetings.

Roles and Responsibilities

The Headteacher has responsibility for the day to day management of educational provision for all pupils including pupils with SEND.

The **Headteacher** will also:

- Ensure the school's SEND Policy is monitored and reviewed
- Ensure that the school's policy is put into practice
- Be involved in the induction of new staff to inform them of School's SEND processes.
- Ensure that the admissions procedure takes account of a pupil's learning difficulties or disabilities.
- Ensure in-service training of staff to develop understanding and whole school approaches.

The **SENDCO** will:

- Monitor the progress of any pupil whose performance is giving cause for concern.
- Consider if any pupil has a particular learning difficulty or disability.
- Advise the class teacher and Headteacher if she thinks specialist help is needed.
- Co-ordinate the provision for pupils with SEND as agreed with the Headteacher.
- Ensure ASPs are complete and that the school's SEND records are maintained.
- Meet with parents of SEND children to discuss progress and implementation of ASPs.
- Deliver programmes of work to groups of pupils or individuals who require additional support and ensure that those that she does not see personally have the necessary support.
- Write termly reports or hold meetings with parents of pupils receiving small group or individual tuition
- Support and liaise with class teachers.
- Assist with the collation of evidence and information for outside agencies.

Class and Subject Teachers

A whole school approach is fundamental to our policy for pupils with SEND. Regular liaison, both formal and informal, will serve to support procedures and provision for pupils with SEND. Careful attention should be given to ensuring that relevant activities that promote the learning of pupils with SEND are undertaken within the classroom setting and appropriate

expectations are set at all times. Staff must ensure that they have obtained full information from the SENDCO of any pupil that they teach who has an ASP and must be prepared to offer their individual assessment of the pupil's learning and progress at any time. Staff are expected to use their professional judgement as to whether the whole class activity is suitable for a pupil and should provide differentiated material if necessary. Class teachers must also pay particular attention to the social wellbeing of all pupils under their care, but with particular concern for SEND pupils, who may be targets for bullying or other unpleasantness. They should be proactive in ensuring that they are socially integrated with their peers.

Teaching Assistants

Teaching Assistants also have a crucial role to play in SEND provision within the School. They will deliver programmes of work, generally in Literacy or Numeracy, to groups of pupils who require additional support. They may also deliver a more extended programme to exceptionally able pupils. The pupils may be taught within the class setting or withdrawn for certain activities. Class teachers should, wherever possible, involve teaching assistants in the planning process. They should be informed of learning objectives for each activity, the needs of individual pupils in the group and their targets as identified on their Additional Support Plans (ASPs)

Parents

A pupil's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. At Stage One of the process it is important that parents are informed of the concerns that the school has about the pupil's difficulties. The nature of the pupils needs should be discussed sensitively with the parents and they should be given the opportunity to provide any (confidential) background information or information regarding external influences which may be affecting their child. Parents of pupils with an ASP will be informed of their child's progress by receiving copies of ASP's, termly evaluations of progress and copies of new targets for each term.

Additional Support Plans (ASPs)

- These are devised collaboratively by the class teacher and/or subject teacher and the SENDCO each term. They contain up to 3 achievable targets that will help meet the pupil's particular needs (in literacy, mathematics, communication, behaviour or physical skills) together with teaching strategies to be used. A review date is also included when outcomes can be discussed. A successful pupil will have shown progress and evidence of meeting all the set targets by the end of the term.
- Parents' and pupil's views are sought and any specific issues affecting progress will be discussed together with the class teacher and SENDCO. Each term a new ASP is written by the class teacher and/or subject teacher and the SENDCO, and then signed by the parents and returned to school.

Measuring General Progress

- All pupils in Reception to year 6 are formally assessed each term. Class Teachers use Baseline Tests (Kindergarten & Reception); Mental Maths Tests (Years 1-6) and Spelling Tests (Years 1-6); PUMA Tests are used to measure Maths progress and PIRA Tests to measure reading comprehension. SEND pupils participate in all these assessments to the appropriate level for the pupil.
- Pupil progress is also continually monitored informally by class/subject teachers and in book scrutinies with the SMT.
- Class teachers, the SENDCO and the Headteacher use all assessment results to track the progress of individual pupils in termly pupil progress meetings.
- Appropriate interventions are then put in place and monitored.

Learning Support Lessons

Individual or small group sessions are carefully timetabled for pupils so that they miss a minimum of class lessons in curriculum subjects.

- Multi-sensory methods are used to aid the various learning processes (visual, auditory and kinaesthetic). Memory, perception and phonology skills are emphasised along with listening and attention, word-finding and grammar /numeracy skills. In some cases, skills in social communication, spatial awareness and motor movements are also developed
- Small group/individual Learning Support sessions are intended to increase pupils' confidence, despite their difficulties and to help them fulfil their academic potential. Pupils learn coping strategies that will overcome their learning difficulties and meet their specific educational needs. They are also encouraged to work independently.
- Sessions are tailored to pupils' individual needs but aim to cover any of the following areas, as required: reading; comprehension; spelling, punctuation; written communication; vocabulary building; numeracy; specific subject support; organisation skills; memory skills; social skills and behaviour issues.

Differentiation in Class Lessons

- Class teachers and subject teachers are responsible for devising lesson plans that accommodate different levels/types of learners. Pupils may need modified worksheets and tasks that will enable them to achieve the same ends as their peers, but by different means.
- Class teachers are also responsible for supervising classroom assistants, teaching assistants/support staff and ensuring that they know what support provision they are expected to provide within the classroom or other area. Any issues arising during in-class support should be reported back to the class teacher.
- A number of resources are kept in individual classrooms as required by class teachers for their lessons and by the SENDCO.

Tests and Extra Time

Up to 25% extra time is allowed, (for reading through test questions and proofreading answers), to those pupils who have been diagnosed with special educational needs or disabilities. The precise amount of extra time granted is determined by individual need and may only amount to 15%. The SENDCO will decide this in consultation with the class teacher.

- The SENDCO will advise the pupil on the best use of any extra time allowed, in collaboration with the class teacher/subject teacher.

English as an Additional Language (EAL)

The term EAL is used when referring to pupils whose main language at home is a language other than English. It is the policy of Ayscoughfee Hall that EAL pupils will have access to the whole school curriculum. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the SENDCO, the class teacher and the Headteacher. We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

Aims:

- To assess and monitor the progress of EAL pupils in their acquisition of English language skills across the curriculum.
- To ensure that EAL pupils have equal access to the curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing so that they fulfil their academic potential.

- To encourage pupils to practise and extend their use of English by providing opportunities for modelling English.
- To encourage parental support in improving the pupils attainment.

Responsibilities:

- The teacher with responsibility for EAL is the SENDCO. They are responsible for overseeing arrangements for the implementation and coordination of the EAL policy.
- All staff are responsible for supporting EAL pupils in their learning within the classroom setting.

Assessment of and Provision for EAL:

- EAL pupils will be referred to the SENDCO for assessment.
- EAL pupils will be assessed in comprehension, reading and spelling. Those pupils who are assessed as below average in their literacy skills may be offered additional support, on a short term basis.
- Names of EAL pupils will be recorded on the EAL register, which will be shared confidentially with all staff so that the EAL pupil's need is recognised and addressed appropriately and effectively in class.

A Guide to EAL Stages:

Stage 1 – Beginners

Beginners of English often go through a “silent period”. At this stage, they are not confident and do not produce much English but they are absorbing and learning all the time. This period can last up to 6 months. They may not be speaking a great deal of English but this does not mean that they do not understand the language being used around them.

Strategies

- Pupils must be included in lessons and activities as much as possible. They must be given the opportunity to be active listeners and to follow examples from peers.
- Write instructions and homework tasks on the IWB as well as giving them verbally.
- Reading and writing tasks must be differentiated to provide opportunities for their understanding to be assessed rather than their level of English

Stage 2

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. They will also be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies

- Pupils may need support in order to understand a text fully.
- Structured tasks and models must be used to help pupils with writing English. Writing tasks should be differentiated, especially in subjects which use specialised language.

Stage 3

Pupils at this stage will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Most basic texts will be understood but they will not be able to scan and

skim texts efficiently with ease. There may be a significant difference between a pupil's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

Strategies

- Pupils will need support to read for deeper meaning and to understand texts in which grammatical structures are particularly complex.

Stage 4

Pupils at this stage are very confident readers and writers of English and for the most part will no longer require support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings, and may not understand some cultural references.

Monitoring and Evaluation of Policy and Provision

The success of this SEND and EAL policy will be judged by:

- The early and accurate identification of pupils learning difficulties and needs.
- Pupils achieving the targets set on ASPs that indicates that targets are specific, achievable and appropriate.
- Appropriate progress of pupils.
- Close working links with outside agencies when appropriate.
- Positive involvement and feedback from pupils and parents.

This policy will be reviewed annually.

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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APPENDIX 1 SPECIAL NEEDS IDENTIFICATION RECORD

This form should be used to refer a pupil causing concern to the SENDCO for assessment. Information should be as concise and informative as possible.

Name:
Class:
Referred by:

Type of concern (tick):
Learning & Cognition
Communication & Interaction
Social, Emotional & Mental Health Difficulties
Sensory and or Physical Needs

Results of Standardised Tests:

Observations (enclose copy of pupils work if appropriate):

Action taken to date (include any File Notes of meetings with parents):

Comments:

Signed:

Dated:

Please pass this form to the SENDCO.

Childs Name:

Class:

Date of Birth:

ADDITIONAL SUPPORT PLAN

Name:		Class:		DOB:	
Things I enjoy and am good at:			Things I need to be better at:		
My targets	What do I need to do?	Who is going to help me and when?	How did I do?		
ASP number:	Date:	Targets agreed by:	Review date:	Agencies involved:	
Teacher sign:		Child sign:		Parent sign:	