

S. ANSELM'S SCHOOL

SEND and EAL POLICY



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S. Anselm's

Monitoring:	Head
Named Person Responsible:	Mrs Sara Hotston
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Aims and Philosophy

At S. Anselm's we aim to address the needs of each child, academically, socially, spiritually and in terms of pastoral care. We value the abilities and achievements of all our pupils and we are committed to providing for each of our pupils the best possible environment for learning. We have endeavoured to adopt a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the school curriculum and are integrated into all aspects of school life.

A wide spectrum of academic ability is catered for within the school. This is made possible by:

- having small pupil numbers within the class
- having a flexible system of 'setting' for children in the older year groups in terms of their ability in different subject areas, when practical and staffing numbers allow.
- using Teaching Assistants to help those children with particular or persistent learning difficulties
- employing the skills of subject specialists who can provide appropriate work for the 'gifted' pupils
- offering access to individual Learning Development lessons taught by specialist teachers.

We are aware that the term 'Special Needs' encompasses both those who excel in advance of their peers and those who, for whatever reason, experience difficulties in their learning.

The SEND aims of the school are:

- to ensure that all children have access to as broad and balanced a curriculum as possible
- to provide a differentiated curriculum appropriate to the child's needs and ability
- to ensure that identification of pupils requiring SEND provision occurs as early as possible
- to offer specialist Learning Development lessons where appropriate to those pupils in need
- to keep parents of SEND children informed of their child's progress and attainment
- to encourage three-way, parent, teacher, pupil liaison

- to ensure that when appropriate, and where age and understanding permits, SEND pupils are involved in decisions regarding their SEND provision.

Admission Arrangements

At S. Anselm's it is held that the admissions criteria should not discriminate against pupils with SEND and the school will have due regard for the practice advocated in the SEND and Disability Code of Practice 0-25yrs 2015 and set out in the Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Through careful planning, the school aims to provide continuity and progression of learning, offering equality of access and opportunity for all our pupils, including the very able and the less able. Very occasionally, if a pupil's special needs are such that we cannot provide what the pupil requires, then we may decide not to offer a place.

Definition and Identification of Special Educational Needs

This document is weighted in content towards the procedures and provision for those who experience Special Needs as defined in the SEND Code 2015, where a child is considered to have a learning difficulty or disability if he or she:

- 'has a significantly greater difficulty in learning than the majority of children of the same age,' or
- 'has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Children enter S. Anselm's at any age from Pre-school through to Year 8. There is no selective examination and so children entering the school are of mixed ability.

It should be noted that children whose home language is different from the language in which they are taught are not regarded as having learning difficulties (although in some cases learning difficulties may present themselves). At S. Anselm's, EAL lessons are offered to those whose first language is not English.

Early Years (Pre-school and Reception)

In Pre-School and Reception, each child's progress is carefully monitored using 'Development

Matters' and where appropriate, 'The Child Monitoring Tool'. If there are concerns at this stage, the SENDCo will record them, share any persistent concerns with the Head of Early Years and Pre-Prep and prepare ILP's where necessary. Details of Early Years SEND procedures can be found in the Early Years SEND Policy document. The Head of Learning Development (Y1-8 SENDCo) holds a termly meeting with Early Years teachers to discuss pupils whose behaviour and/or development are causing concern.

Pre-Prep and Prep School (Y1-Y8)

Early Years records are forwarded to Y1 teachers. In addition, in the Pre-Prep and Prep School, a comprehensive range of tests, (CAT4 – measuring underlying ability and PUMA, PIRA, GAPsWRAT5 Reading and Spelling measuring attainment) are administered each academic year. Alongside teacher observation and careful monitoring, these help to inform teaching staff of any pupil underachievement or special need.

SEND meetings are held each term between the Head of Learning Development (SENDCo), and all the Pre-Prep class teachers. At these meetings, children whose performance or behaviour is a cause for concern are discussed and reviewed. Strategies for helping each child are suggested, debated, noted and circulated. Pupils discussed at these meetings are monitored and if difficulties persist, in spite of appropriate interventions, then the Head of Learning Development will carry out 'in-school' tests. Results and recommendations will be forwarded to class teachers and parents will be invited to discuss findings and will be fully involved in any decisions made about the next appropriate stage in supporting and helping their child.

In the Prep School (Y3 to Y8), concerns about individual children may be raised by class or subject teachers individually with the Head of Learning Development at year meetings or during the weekly staff meetings. If concerns about any child in Y3-Y8 persist, increase then the class, or subject teacher records his/her concern officially by completing a Recording Concern form. This action results in 'in-school testing' by the Head of Learning Development (SENDCo). The results of these initial tests, accompanied by suggestions and recommendations for remediation within the class, are forwarded to the child's class teacher, subject teachers and Form Tutors. Again, results are discussed with parents who are fully involved in decisions about the next step to support and help their child. A number of possible outcomes result from 'in-school testing' examples of which include:

- a) careful monitoring of the child's progress and an adjustment by the Class Teacher to support the child's learning in class.
- b) offering Learning Development lessons to concentrate on a particular area of need

c) further referral e.g. to an educational psychologist, behavioural optometrist, speech and language therapist etc.

At S. Anselm's we have regard to the SEND Code 2015 and the Children and Families Act 2015 and ensure that parents are advised of our concerns when action is being taken.

Special Educational Provision

Special Educational Provision means educational provision that is additional to, or different from, the educational provision made for children of the same age in the school.

SEND Provision is triggered by concern, supplemented by evidence, those pupils:

- make little or no progress
- demonstrate persistent difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not easily addressed by implementing usual behavioural management strategies
- have sensory/physical difficulties and are making limited progress despite the provision of specialist equipment
- experience persistent communication and/or social interaction problems

At S. Anselm's, the nature of intervention at this stage is attributed to a Wave of Provision.

Wave 1: Quality First Teaching

Wave 2: 1-1 or group specialist intervention

Wave 3: External assessment and support to establish the level of support required to enable the pupil to make progress.

Wave 1: Quality First Teaching

- with the guidance and support of the SENDCo and the information of how to support the pupil, available on Isams, class teachers differentiate their teaching for the learning of pupils with SEND within their subject lessons. Information available to teachers is in an accessible form e.g. The Wave Provision Map, available as a hard copy, in the staff workroom and as an electronic copy, accessible on (Common Share, Learning Development, SEND Provision Map) together with Individual Learning Plans and One Page Profiles accessible on Isams linked to individual pupils identified with SEND.

Wave 2: Targeted 1-1 or group intervention

In addition to Wave 1 (Quality First Teaching);

- deployment of additional staff to work with the pupil within the classroom
- provision of alternative/additional learning materials
- the offer of individual specialist Learning Development lessons
- the provision of a specially devised learning programme delivered by a combination of Learning Development Teacher and Teaching Assistant.

Wave 3: 1-1 individualised support with an external assessment and advice

In addition to Wave 1 and potentially Wave 2 support the school may decide (in consultation with the parents), that it would be in the child's best interest to seek an external assessment for whatever reason, then Head and Head of Learning Development (SENDCo), in collaboration with subject teachers, Learning Development teachers and form tutors will support an external assessment and help provide information to contribute to such an assessment.

Synopses of Educational Psychologists' reports or any other professional report (e.g. vision assessment, occupational therapy assessment etc.) are made and circulated to staff and then incorporated (with recommendations to help the pupil in the classroom) into the 'Details of pupils on the Learning Development Register and available on ISams at the start of each new term. Parents are encouraged to talk through the results of such assessments with the Head of Learning Development.

- the offer of individual specialist Learning Development lessons linked to recommendations by an Educational or Clinical Psychologist, Speech and Language Therapist and Occupational Health Therapist.
- the offer of an external professional to work on a 1-1 programme. We currently have a Speech and Language Therapist working with a number of children on a weekly basis in school.

Education, Health Care Plans

An Education, Health Care Plan will usually be provided in cases where, after a Statutory Assessment, the LEA considers that the child requires provision beyond that which the school can normally offer. The school recognises that a request for an EHC Needs Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHC Plan
- established through parental/pupil consultation
- set out in an ILP

Targets are implemented within the classroom or in specialist individual sessions.

I.L.P.'s (Individualised Learning Plans)

ILP's are prepared for all pupils who receive additional support in consultation with parents, the child, class and subject teachers, Learning Development teachers and the Head of Learning Development. They set out a plan of action with targets to be focused on and are reviewed twice a year. The ILP's also present an overview of a child's strengths and weaknesses and the provision each child receives. Once prepared all staff are made aware of the targets. Pupils with a statement or EHC plan also have ILP's prepared and these are reviewed every term.

One Page Profiles

One Page Profiles are prepared for pupils who need differentiated or adaptive learning in the classroom. The profiles are aimed to strengthen the voice of the pupil to ensure they are involved in their own learning. In preparation of the One Page Profile the pupil identifies strategies they feel that work best for their learning and with the guidance of the SENDCo and the Form Tutor the strategies are clearly identified, shared with the class teacher and implemented in daily lessons. The One Page Profiles are reviewed twice annually with the pupil, parents and teachers.

SEND Roles and Responsibilities

The current Learning Development (SEND) team includes:

The Head of Early Years - Mrs Katie Baldwin (see Early Years SEND Policy).

Head of Learning Development (Pre –Prep and Prep School) and Learning Development Teacher and Specialist Assessor – Mrs Sara Hotston

Learning Development Teacher – Mrs Katie Hardy

Teaching Assistant qualified to HLTA status (Prep School) – Miss Nicola Rycroft.

Learning Development teachers are all experienced, qualified teachers with additional

postgraduate diploma qualifications from the British Dyslexia Association or equivalent and are frequently updating their knowledge and skills in SEND through training courses or annual refresher courses such as the Access Arrangement JCQ training. Mrs Hotston holds the National Award for Special Educational Needs and an MA in Sp.L.D, is an Associate Member of BDA (British Dyslexia Association)) and holds her Practising Certificate. Mrs Hardy holds the National Award for Special Educational Needs.

The Role of the Head of Learning Development (SENDCo)

- Liaises with the Head to determine the development of the policy
- Prepares and oversees the day-to-day running of the policy
- Co-ordinates the provision for pupils with SEND
- Liaises and collaborates with teachers and parents to prepare and maintain IEP's
- Informs teachers of SEND pupils by preparing the Learning Development Register and more comprehensive 'details' of all pupils with SEND on the L.S. Report together with recommendations to help each child within the class setting (updated each term)
- Supports EYFS and Pre-Prep teachers by holding termly SEND meetings with them to discuss pupils causing concern – disseminates notes and recommendations
- Carries out 'in-school' testing, disseminates notes and recommendations
- Prepares ILP's
- Prepares One Page Profiles and shares with pupils
- Liaises with parents
- Attends all Prep School Parent /Teacher meetings
- Keeps informed about Prep School SEND pupil progress by attending weekly staff meetings and Prep School 'Year Meetings'
- Liaises with outside professionals e.g. Educational Psychologists, physiotherapists etc.
- Makes synopses of E.P. reports to inform teaching staff
- Liaises with external agencies e.g. LEA personnel such as Speech and Language Therapy and Occupational Health.
- Liaises with Learning Development teachers
- Liaises with other primary and senior school Learning Development heads of department

- Prepares reports for SEND pupils for their prospective senior schools
- Contributes to INSET on request
- Coordinates 'access' arrangements for senior school examinations

For effective co-ordination, the Head and Head of Learning Development ensure that teachers are aware of the procedures in place for SEND within the school.

The Role of Teachers in SEND

The Code of Practice acknowledges the importance of the teachers' role in relation to SEND pupils. Teachers' responsibilities include:

- Familiarising themselves with the needs of the children in their care (Information is accessible on Isams. Teachers can read the Overview and more detailed information in a pupil's 'Report section'. In the 'Report section' Assessment Reports, ILP's and One Page Profiles are accessible. With this information teachers are kept up to date and have the information to help differentiate the teaching for their pupils.
- Keeping the Head of L.D. well informed about SEND pupils' progress
- Using the mechanisms in place to inform the Head of L.D. about pupil SEND concerns
- Collaborating with the Head of L.D. and L.D. teachers to decide upon the best way forward to ensure progress for SEND pupils
- Collaborating with the Head of L.D. and parents in the preparation and development of ILP's and One Page Profiles
- Working with SEND pupils to deliver ILP targets and One Page Profiles

The Role of the Head

- Dealing with the day to day running of the school including the SEND provision
- Working closely with the Head of L.D. and the SEND team
- Encouraging teachers to be SEND aware
- Having a working knowledge of pupils on the L.D. Report
- Encouraging parents' involvement in SEND children's education

Recording and reviewing

It is important that teaching staff know how their SEND pupils learn. To that end all staff have access to the regularly updated 'Learning Development Report on Isams. In addition to this, 'Details' about each child on the Learning Development (SEND) Register (their background, areas of difficulty and strategies for teaching) are prepared and accessible on Isams under SEND pupil profile/reports. These and recommendations to help each pupil are updated regularly by the Head of L.D.

Any pupil with an EHC Plan will have a current ILP which contains short term targets, suggested teaching strategies, specific provision, targets for in-class, targets for any individual input, targets for the home setting (if applicable) and a review date (usually each term). Progress is monitored and recorded when the ILP's are reviewed.

Those pupils who have an EHC Plan will have their progress assessed at the Annual Review. The LEA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The Head/Head of Learning Development will organise these reviews and invite:

- the child's parent
- the child, if appropriate
- a relevant teacher
- the SENDCo/Head of Learning Development
- a representative of the LEA
- any other person the LEA considers appropriate e.g. Educational Psychologists
- any other person the Head considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the ILP targets
- review the provision made for the pupil in the context of the school curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new targets for the coming year

With due regard for the time limits set out in the Code, the Head/Head of Learning Development will write a report of the Annual Review Meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHC Plan.

Pupils without EHC Plans will have their ILP's reviewed twice a year. Parents and the pupils themselves will be involved.

Parents are informed of their child's progress via the school report, at parent teacher meetings and in informal meetings/conversations throughout the school year. Records of SEND pupils, including any information from previous school/phases, information from parents, information on progress and behaviour, pupil's own perceptions of difficulties and any information from external assessments or outside agencies will be kept by the SENDCo /Head of Learning Development. This information is available via the 'Details of L.S. Pupils' on Isams and in the Head of L.Support's office.

Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice by the other members of the senior management team, the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results
- consideration of each pupil's success in meeting ILP targets
- the improvement of SEND pupil performance generally, in the class and in examinations
- school self-evaluation

Staff development and performance management

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. INSET courses have and will continue to be arranged, aimed specifically at helping all teachers overcome the barriers to learning experienced by pupils with differing forms of SEND. Staff will also be made aware of practical teaching procedures for use with SEND pupils. Teaching Assistants' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given the SEND handbook including details about how the Learning Development Department operates. All members of the department take part in the school's performance management process.

Partnership with parents

S. Anselm's firmly believes in developing a strong partnership with parents and feels that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that

this gives them a key role in the partnership.

School has regard to the importance of the child, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

It is the school's responsibility to:

- give parents clear information about their child's abilities and performance in school
- draw parents into the identification process
- inform parents of any action taken to meet their child's specific needs
- listen carefully and take appropriate actions where parents do not think their child's needs are being met

Parents can support their child by:

- telling the school about their child's talents and abilities beyond the classroom
- providing a suitable environment in which their child can study and encouraging good study habits
- seeking advice from the school when their child is experiencing difficulties
- encouraging their child to take part in worthwhile and varied out of school activities and experiences

The voice of the child

Section 19 of the Children and Family Act 2015 makes it clear that schools must have regard to the views, wishes and feelings of the child or young person. It highlights the importance of the child or young person participating as fully as possible in decisions.

At S. Anselm's, we encourage pupils to take an active role in making decisions that affect their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. All pupils are encouraged to drop in anytime to Learning Development, it is a safe space for pupils to talk, have quiet time and receive support with their work. All SEND pupils who are on the Learning Development Report whether they are being monitored or receive additional Learning Development lessons add their own personal profile at the beginning of their support; this is reviewed and shared with the pupil, parents and the Learning Development Teacher every six months.

English as an Additional Language (EAL)

The EAL policy aims to ensure that S. Anselm's School:

'Makes adequate provision for groups of pupils with... other specific needs, such as English as an additional language' (ISI Commentary on the Regulatory Requirements, January 2017, para.49)

The term EAL is used when referring to pupils whose main language at home is a language other than English. At any one-time S. Anselm's can have a number of pupils with EAL, be it on a full time or termly basis, with varying levels of English depending on their own prior experiences. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils, and the important part they play in enriching school life.

Values and Principles:

The teaching and learning, achievements, attitudes and wellbeing of all children are important. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English, and we need to support learners so that all pupils for whom English is an additional language access the full curriculum and the full range of extra-curricular activities on the same basis as all other pupils.

At S. Anselm's we aim to:

- Give all pupils the opportunity to overcome any barriers to learning and assessment.
- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- Help EAL pupils become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- Identify and make maximum use of opportunities for modelling fluent English.
- Encourage and enable parental support in improving children's attainment

Coordinating EAL

EAL support needs are identified at point of entry into the school through discussions with parents, the Head, and Head of Learning Development. All pupils complete a Cambridge English placement test, which identifies their level of English proficiency. The Head of Learning Development has responsibility for coordinating provision and monitoring progress of our EAL learners. For the majority of their time at school, our EAL pupils will follow the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English.

Lessons within the Learning Development Department and through the Languages Department are available to teach EAL pupils on an individual basis if it is felt a pupil needs more support than provided in class e.g. spoken language and conversation skills. This is arranged for pupils by the Head of Learning Development, through consultation with the Head Teacher, parents and teachers. A programme of support is put in place and reviewed termly. The cost of 1:1 EAL tuition is covered by the parent. The number of lessons offered a week varies for each individual, depending on need.

Some pupils with EAL do not study French, Latin or Spanish (depending on their mother tongue) and during these lessons sometimes, they will attend group EAL lessons to develop their English. These lessons are provided by a variety of staff and may involve specific TEFL (Teaching English as Foreign Language) lessons and comprehension activities, or other subject specific activities which aim to develop more conversational English e.g. art. Some of the older children with EAL also go down into Bakewell to carry out various practical activities and further develop their English communication skills e.g. going to have a haircut, going shopping.

During class lessons, teachers will:

- Differentiate work accordingly, whilst maintaining high standards and ensuring learners reach their full potential e.g. vary the method of recording, allow more time to process and complete tasks.
- Have high expectations, expect pupils to contribute and give more than single word answers.
- Set appropriate and challenging learning objectives and monitor progress closely.
- Recognise that EAL pupils need more time to process and respond to questions
- Allow children to use their mother tongue to explore concepts where appropriate.
- Give newly arrived children time to absorb English. There is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained.

- Use groups to ensure that EAL children hear good models of English and use collaborative group activities to support learners.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.

Monitoring EAL

Pupils with EAL follow the same monitoring programme as other pupils in school in terms of the curriculum. Please see the assessment policy for further details. EAL pupils are also monitored with their progress in English proficiency using the Cambridge English placement test as their starting point and then assessed each half term thereafter. As much information as possible, regarding progress and ability in all areas of learning, is gained on each pupil with EAL before entry to the school. Regular meetings also take place with class and subject teachers to discuss progress and to identify any concerns.