

Special Educational Needs and English as an Additional Language

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1. Introduction

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

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

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

Some pupils who are selected for places may have special educational needs or disability identified before or after admission to the school. The school is committed to the aim of providing a challenging co-educational environment where all pupils are encouraged to reach their potential through an appropriate and challenging curriculum.

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

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

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

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

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

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

Pupils on the Autistic Spectrum Disorder continuum will be supported and monitored by the Autistic Spectrum Disorder Co-ordinator, who will liaise with parents and external agencies. We have a separate policy and procedures for supporting pupils with ASD, and this is reproduced below in Appendix 1.

2. Admission arrangements

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

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

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

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

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

3. Implementation

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

(i) Identification

Identification comes about in a number of ways:

- Screening (Form 1, 11+ and 13+)
- Information passed on by previous schools
- Notification by parents, often backed up by specialist assessment
- Observation made by any member of staff who has the responsibility for the teaching or guidance of the pupil
- The pupil raises concerns

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

(ii) Gathering Information

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

(iii) Assessment

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

(iv) Use of outside agencies

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

(v) Statutory Assessment

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

(vi) Education, Health and Care Plan

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

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

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

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

4. Provision

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

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

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

Wave 3: individualised provision which is long term.

Short term intervention is offered free of charge. Long-term pair or small group provision in the Junior School is free; there is a charge long-term 1:1 provision in the senior School.

5. Parental Involvement

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

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

6. Screening

Pupils new to the Junior School are screened for dyslexia using the nfer-Nelson Dyslexia Screener. Pupils in the Junior School are screened in September and May/June in Years 4, 5, 6 and 7 for spelling. Reading is screened in September and May/June in Year 3 and May/June in Years 4, 5 and 7. Pupils in Year 7 (U3) take the MidYIS tests in their first term.

Pupils are screened on entry to the Senior School (U4 - Year 9)) using the MidYIS Tests, the Helen Arkell Spelling Test, the Edinburgh Reading Test (4) and a piece of creative writing.

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

7. INSET

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

8. Evaluation, monitoring and reviewing

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

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

A summary of a pupil's educational psychologist's assessment and Individual Education Plan are available to staff through the school's computer network. These can be accessed through: Shared Documents/Staff/Write Staff/Learning Support.

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

9. Access Arrangements

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

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

Pupils who are assessed internally for Access Arrangements will be done so by a suitably qualified assessor who has completed a post graduate course at or equivalent to Level 7, including at least 100 hours relating to individual assessments. A copy of the appropriate qualification will be kept on the staff file and a copy will be kept by the Examinations Officer. External assessors will have their HCPC or Assessment Practising Certificate status checked by the Learning Support Manager.

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

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

10. Careers advice

Careers guidance for those with Learning Support Needs is provided by the School's careers' team with advice taken, when appropriate, from relevant external agencies.

11. Responsibilities

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

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

The role of the Learning Support Manager includes:

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

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

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

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

12. Complaints procedure

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

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

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

1. Aims

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

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

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

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

2. Admissions policy

EAL applicants are subject to the same admissions procedure as other applicants. During the marking procedure EAL specific issues that undermine performance are taken into consideration. In addition EAL candidates sit an additional English language competency assessment (Oxford Placement Test 1).

3. Provision

Upon arrival at CLFS new students are retested to reassess their English language level and language needs. This includes the Oxford Placement Test 2, a short essay, to assess writing skills and written communication ability, and a short interview, to assess oral communicative ability. Students are then grouped according to ability. Once grouped, the students are assessed more informally in class and any amendments to setting can be made.

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

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

4. Reporting

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

5. List of Examinations

IELTS - International English Language Testing System

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

Appendix 1

Autism and Asperger's Syndrome Policy

1 Introduction

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them (National Autistic Society).

People with autism often, but not always, have other associated difficulties. Speech delay in the early years is common amongst people with autism as is hyper or hypo sensitivity to touch, sound or light. People with autism may have other specific learning difficulties such as Dyslexia, Dyspraxia or Attention Deficit Hyperactivity Disorder. Despite these difficulties it is important to be aware that autism does not equate to low academic ability. A significant proportion of people with autism are very able. Thus, at Freeman's the expectation is that pupils will achieve good academic outcomes, whilst probably needing additional support with respect to social skills.

2 Terminology

In recent years a range of terms have been used to describe those with autism such as Asperger's Syndrome and Pathological Demand Avoidance. However, changes to the diagnostic approach means that in the future the term Autistic Spectrum Disorder (ASD) is most likely to become the generally accepted term.

Pragmatically, in order to be given adjustments in public examinations and access to some services provided outside of the school, it is helpful if a pupil is diagnosed with ASD by a suitably qualified medical practitioner. However, at Freeman's we recognise the strong thread of belief amongst people with ASD that they wish to be seen as part of the natural diversity of the overall population, rather than having a disorder. At Freeman's we will encourage parents to seek a diagnosis when this is appropriate. When working with a pupil we will aim to help them gain a positive self-image and a recognition of their personal strengths, which may or may not be associated with their autism.

3 Identification

Where pupils have been identified prior to entry into the school as having ASD, the parents of the child will be contacted to discuss any special arrangements which may be helpful to their child during the interview day. The exact nature of these arrangements will depend on the individual but are likely to involve a member of staff being assigned to them to provide support on the day. This may well involve helping to ensure they are able to navigate between activities with minimal stress and helping make sure they are correctly organised for tests.

When the child starts school the ASD coordinator will liaise with the pupil, parents, form tutor and SENCO for that section to provide the necessary support.

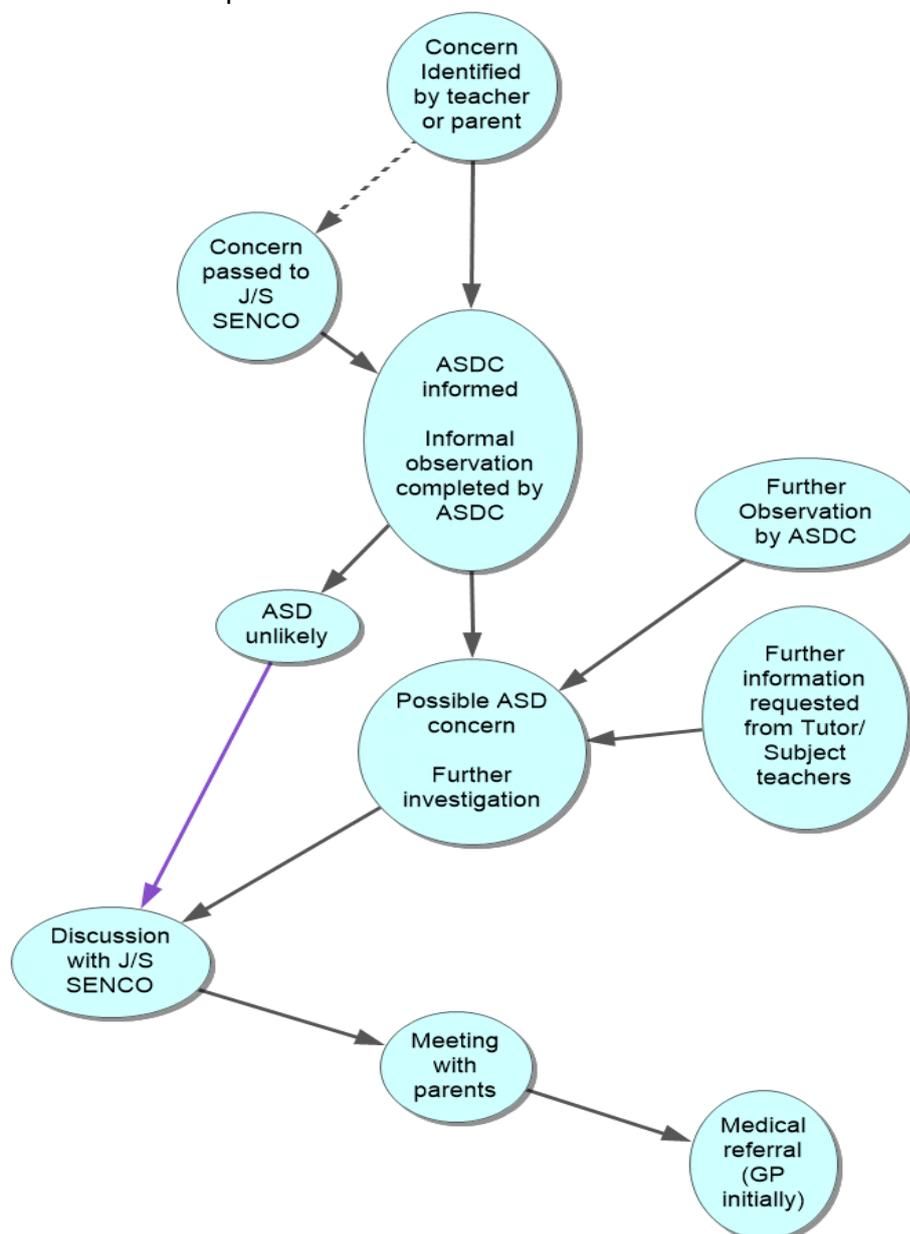
In practice, particularly when speech delay is not present at a younger age, pupils with ASD may not have been identified before joining the school. It is the role of the ASD coordinator to ensure that where there is a reasonable possibility that a child has ASD that this is raised with parents and they are encouraged to seek a medical opinion. Throughout this process colleagues need to be aware that in the eyes of some parents there is a social stigma associated with the label of autism and there may be some reluctance to follow through on the school's concerns. The family's decision on whether to seek a medical opinion will be respected unless it is felt that the child's overall welfare is a concern.

The flow chart below shows the process of identification leading to a request for a medical opinion to be sought. The following acronyms are used:

JLS – Junior School SENCO

SLS – Senior School SENCO

ASDC – Autistic Spectrum Co-ordinator



4 Challenges faced by pupils with ASD

Autism primarily impacts on social communication. Schools are by their nature very social places and as such are difficult environments for people with ASD to negotiate and can lead to significant anxiety for the person with autism.

In the classroom pupils may need extra support particularly where social interaction is important in order to complete an activity successfully. The need to work socially occurs in a wide range of contexts such as paired practical work in science and in enrichment. Teachers should consider how to engage the person with ASD in activities when they plan their lessons.

This is particularly important in sports which can present a number of challenges and opportunities. Often difficulties around hypersensitivity can create challenges not just in playing the sport but also in the other areas such as getting changed and being in close proximity to others. However, if these challenges can be overcome the school age years provide a unique chance for the person with ASD to develop their social and co-ordination skills.

Unstructured times of the day, such as breaks, can present a challenge for pupils with ASD. These times can leave the pupil with ASD feeling isolated and with no clear sense of purpose. Tutors should be aware of these potential difficulties and where necessary point the child to suitable lunch time activities.

5 Support provided

Specialist support provided will depend on the age of the child and is outlined below. The most important support is provided by teaching staff who work with the young person on a day to day basis. Here non-judgemental and sensitive advice is invaluable. Where the teacher feels less confident to provide this the advice of the ASD co-ordinator should be sought. In addition to support from teaching staff the ASD Co-ordinator will

- Meet with the pupil (For younger pupils in years F1 – L4 this may be done by the Junior School SENCO).
- Provide study and/or social skills lessons as is necessary
- When needed encourage the pupil to seek advice from the school counsellor
- Support course choices for universities and encourage the young person to engage with University Disability Services

6 Role of parents

Parents have the best overall knowledge of their child. Their longitudinal knowledge of their child's development is particularly useful in the context of ASD. Where appropriate the ASD co-ordinator will provide additional advice to parents as they consider issues associated with obtaining a diagnosis and in the long-term the university application process.

7 Implications for curriculum choice

Although many people with ASD are successful in areas such as mathematics and science it is important to avoid assuming pupils with ASD should study these areas. Often people with ASD, having learnt alternative strategies to meet the social needs of life, are excellent observers of human interaction and behaviour and are well placed to enjoy English, Arts and Humanities based subjects. As such, staff should encourage pupils to pursue any subject or courses, according to their talents or abilities.

8 Implications for examinations

Additional time and other support during public examinations is not automatic for people with autism. In the Senior School Learning Support Manager will provide advice (based on the Joint Council for Qualifications guidance) to parents to meet the individual needs of the child.

9 Long term post school study and career opportunities

Many former pupils from Freeman's with ASD have made a successful transition to university. In our view one of the key reasons for seeking a diagnosis is to allow access to the often excellent services available for people with ASD at university.

It is important to consider the overall welfare of the pupil beyond school. As such our aim is to equip the pupil with ASD with the life-long skills they need to be successful in their adult lives.

10 Staff training and development

As stated above, the Autism Co-ordinator will provide individual advice to teachers where necessary. Each year INSET will be provided as part of the Induction programme for new staff. The ASD co-ordinator will maintain his/her expertise through continual professional development.

11 Resources

The National Autistic Society (www.autism.org.uk) have an excellent web site with information on autism and contact details of local organisations which are of help.

The book 'The Autistic Spectrum: A guide for Parent and Professionals' by Lorna Wing provides excellent detail whilst maintaining a good degree of accessibility to the lay person.