

Special Educational Needs and Disability and English as an Additional Language

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1. Introduction

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

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 (EHCP). This means that such pupils have the opportunity to learn and make good progress.

The School is academically selective and pupils are offered places following an assessment, an interview and group activities. The school is keen to ensure it can support the needs of all its pupils and wishes for them to flourish here. It considers the requirements of current and prospective pupils when offering places to potential pupils, to ensure we provide a safe, enriching learning environment for the entire school community where everyone can flourish.

Some pupils who join the school may have a special educational need 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 Developmental Language Disorder, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder).
2. Cognition and learning (including Specific Learning Difficulties, Dyslexia, Dyspraxia)
3. Social, emotional and mental health (including Depression, Self-Harm, Anxiety)
4. Sensory and/or physical (including Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder)

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. These pupils fall within the definition of English as an Additional Language (EAL).

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 also being taken into consideration.

Currently special arrangements are made during the application process for SEND applicants who are able to provide the school with an up-to-date assessment of need and information from the SENCo at the pupil's current setting. 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 and these arrangements must be their normal way of working.

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 Director of Inclusive Learning will liaise with the parents and the pupil on how the needs of the pupil can be best met.

If a pupil is offered a place in 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 (on arrival at the school in Form 1, and in Year 7 and Year 9, or at other points of arrival)
- 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

(ii) Gathering Information

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

(iii) Assessment

Pupils who have difficulties with a significant discrepancy in performance or neurodiverse traits will be referred for external private investigation by a Specialist Teacher, an Education Psychologist, clinical psychologist or paediatrician after discussion with the pupil and his or her parents.

(iv) Use of outside agencies

If appropriate, and with parental permission, teachers and the Inclusive Learning team 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 (HECP) 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 / EHCP.

The School maintains a confidential list of all pupils identified as being neurodiverse or having disabilities, which is available to all teaching staff on the school's network. The list includes an outline of each pupil's profile and the relevant support strategies.

4. Provision

The school has 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 personalised accommodations alongside high expectations which teachers can note on Assess, Plan, Do, Review (APDR) forms.

Wave 2: additional short term interventions from specialist teachers, mentors or external professionals to support pupils who are continuing to face challenges accessing learning following two cycles of APDR. This may include study skills sessions, personalised lessons or mentoring identified on an APDR that with shared with pupils and families.

Wave 3: long term provision required by a pupil to access learning at school and which is not normally available within this or other maintained settings. This might include children with an EHCP or privately funded additional support.

5. Parental Involvement

- Whenever parents contact a member of the Inclusive Learning team 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 throughout the APDR process.
- If a formal assessment by an external professional 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

All pupils new to the Junior School (Y3-Y8) are screened in the first few weeks of their time in the Junior School; these pupils complete a dyslexia-screener using the GL-Assessment program. We also do a standardised reading comprehension test and spelling assessment with all Y3-Y6 during the first half-term. Pupils in Key Stage 2 complete other standardised Reading comprehension, Mathematics, and SPaG assessments during the year. Pupils in Year 7 (U3) take the MidYIS tests in their first term.

All Year 7 (U3), 9 (U4) and 12 (L6) pupils are screened using the LUCID Exact online screening test. This assesses the speed of word recognition, reading comprehension accuracy, reading comprehension speed, spelling, writing speed and typing speed. 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 Access Arrangements Assessment team, 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. Continuing Professional Learning

CPL is provided on a regular basis to update staff on issues such as dyslexia, Development Coordination Difficulty (DCD), Autistic Spectrum Disorder and ADHD. Local educational authorities provide CPL at the school for staff of pupils with an Education, Health and Care Plan (EHCP). Induction in Inclusive learning 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. APDRs are reviewed biannually in consultation with staff, parents and pupil.

Records are kept of all Inclusive Learning 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. Original test forms are confidential and remain the property of the school.

A summary of a pupil's educational psychologist's assessment, suggested support strategies and APDRs are available to staff through the school's computer network.

9. Access Arrangements

Some pupils are entitled to access arrangements as their normal way of working and in external examinations, providing they satisfy the current criteria set down by the Joint Council for Qualifications (JCQ).

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. 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 Director of Inclusive Learning.

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.

The Inclusive Learning Word Processing Policy outlines the School's policy on the provision and use of a word processor in examinations.

10. 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 inclusive learning practices and procedures carried out in the School.

The Director of Inclusive Learning is responsible for the day-to-day management of the inclusion provision for all pupils in the school.

The role of the Director of Inclusive Learning includes:

- Co-ordinating the Inclusive Learning policy and practice in the School
- Responsibility for the day-to-day management of the provision of Inclusive Learning for pupils in the School
- Collecting and co-ordinating information about pupils who need or are suspected of needing interventions

- Screening tests
- Liaison with parents of pupils who need Inclusive Learning interventions
- Contacting outside agencies when appropriate
- Liaison with the Heads of the Junior School, Upper School and Sixth Form and with Heads of Departments
- Coordinating the implementing, evaluating and reviewing of APDRs as required
- Liaison with the Examinations Officer concerning Access Arrangements for candidates in examinations
- Assessing progress in conjunction with the Access Arrangements Coordinator
- Evaluating the quality and effectiveness of the School's provision
- Reporting to the Headmaster via the line management structure
- Provision of 1:1 and small group support lessons
- 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
- Liaising with the Access Arrangements Coordinator regarding the administering of a programme of suitable screening tests for new entrants to the Junior School

11. 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 on request from the school.

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 difference, 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, specific EAL issues that undermine performance are taken into consideration. Offers of a school place may be dependent on pupils attending EAL lessons. Lessons will continue until such time that the pupil reaches a sufficient level. This decision lies with the EAL teacher.

3. Provision

Upon arrival at Freeman's, new students in the Senior School with English as an additional language are retested to assess their English language level and language needs. This includes a grammar test, a short essay to assess writing skills and written communication ability, and a short interview, to assess oral communicative ability. The specialist EAL teacher is in regular contact with class teachers throughout the year and further assessments may be used to ensure each pupil's provision remains relevant and appropriate.

For students whose first language is not English, the school provides personally tailored tutoring 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.

Students in the senior school receive a minimum of one lesson 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 support classes, subject specific support and preparation for university interviews.

Pupils in the Junior School with English as an additional language may be referred to the EAL teacher for an assessment. Advice will be provided to the class teacher and support lessons will be provided if considered necessary by the EAL teacher.

Charges are applied for EAL lessons and are added to fees in arrears. Pupils will not be charged for lessons if they are absent due to illness or at a school function preventing them from attending. If an absence is due to a planned activity, we request that a minimum of 24 hours notice is given to the EAL teacher. When pupils are in school but do not attend their timetabled lesson, they will be given a reminder and parents will be informed. On a second occasion, they will be charged for the missed lesson.

4. Reporting

All EAL pupils will receive an APDR form biannually. These specify targets, pupil progress, areas of strength and for improvement, and outcomes. These documents are shared with 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.