



EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EHCPs, SEND AND EAL

[This policy applies to the whole school.](#)

1 Introduction

- This policy is applicable to all pupils, including those in the EYFS. Learners with difficulties and/or disabilities are referred to as SEND throughout this document.
- Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory Education Health and Care Plans formulated for their needs, under the regulations of the 1981 Education Act. It should be noted that the aims and objectives of the Learning Support Department relate directly to those of James Allen's Girls' School and are also based on the values derived from, and are guided by the requirements of, the 1981 Education Act and the SEN code of practice 2015.

2 Pupils with Education Health and Care Plans, Special Education Needs, Difficulties and/or Disabilities

Aims

- To ensure full entitlement and access for pupils with Education Health and Care Plans and SENDs to high quality education within a broad, balanced, and relevant curriculum, in order that pupils can reach their full potential, and to enhance their self-esteem.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment of their own education.
- To identify and assess all pupils with Education Health and Care Plans and SENDs on entry to the school as thoroughly as is possible, as necessary.
- To develop students' skills and strategies so that they can become self-sufficient in coping with any learning difficulties, in order that they are well-prepared to lead a full and productive life.
- To involve parents and pupils fully in the identification, assessment and delivery of SEND teaching, assessments and at key examination stages and to strive for close co-operation between agencies concerned with meeting the needs of pupils with Education Health and Care Plans and SENDs. The support of parents and pupils is crucial if the strategies within a Pupil Profile is to be implemented effectively.

- To meet the needs of those pupils who have Education Health and Care Plans and SENDs by offering continual and appropriate forms of educational provision.

Identification

The process starts with consideration of transfer documents of new pupils and, if necessary, further consultation with previous schools. On entry, pupils are provided with a series of assessments which are used in the process of identification of pupils needing support. Teaching staff will observe pupils new to the school in other year groups and refer any about which they have concern to the SENDCos. The referral procedure will be adopted, according to the SEND Policy. Specific requests for support from parents and teachers are also considered.

Organisation

Some pupils will be provided with individual / small group support outside of timetabled lessons. Some are not taken out of lessons but receive additional support and targeted help in the classroom; subject staff will be advised by the SENDCos of suitable classroom support strategies. Some pupils may only need in-lesson support and their progress will be regularly reviewed to consider whether additional support is required.

The school's curriculum is inclusive and differentiated and thereby allows pupils to achieve their potential, i.e., the curriculum is based on the principles of:

1. setting suitable learning challenges
2. responding to pupils' diverse learning needs
3. Assessing and overcoming potential barriers to learning

However, there are circumstances in which additional or different action is needed if pupils with special educational needs are to make the greatest progress. Decisions are made about what resources, targets and actions are most appropriate to the needs of the child.

Strategies

- The Head and leadership team monitor the admissions process to ensure that, where the school can meet their needs, pupils with Education Health and Care Plans and Special Educational Needs have not been refused admission or discriminated against because of their special needs.
- The SENDCos offer advice and CPD opportunities to subject teachers on meeting the needs of SEND pupils in the classroom. Subject teachers, parents and pupils are aware of the Pupil Profile strategies which are designed to target the needs of each pupil. Teachers are responsible for enacting the appropriate strategies in the classroom. This process is monitored by the Head of Department.
- The SENDCos provide expertise in the education of pupils with learning differences.

- Liaison between subject teachers and the SENDCOs ensures that resources are appropriate for the needs of pupils with Education Health and Care Plans and SENDs.
- The SEND Department ensures that subject staff are informed as to the special educational needs of pupils in their charge.
- The SENDCOs ensure that pupils with SEND are known to other schools or colleges to which they may transfer.
- Appropriate teaching methods and resources which are sensitive to the expected pace of learning are implemented so that all pupils have equal access to the curriculum and experience success and enjoyment in their work.
- The effectiveness of any assessment and intervention is influenced and dependent on the involvement and interest of both the pupil and their parent/s. Both the parents and the child have important information to offer. Successful education is a combination of active and positive participation of pupil/staff/parents. Once identification, assessment and intervention has taken place, pupils and parents are regularly informed by a variety of means, e.g. personal contact, school reports, and the formation and implementation of a Focused Learning Plan.
- The Department offers specific help in the areas of reading skills, writing and spelling, study skills, organisational skills, Modern Foreign Languages, Numeracy, social skills and motor skills. Where staffing facilitates, Learning Support Assistants are available for in class support and for small group support.

3. Pupils for whom English is an Additional Language

Aims

- To ensure support for pupils for whom English is an additional language so that they can reach their full potential.
- To identify and assess all pupils for whom English is an additional language on entry to the school as thoroughly as is required.
- To meet the needs of all pupils for whom English is an additional language by offering appropriate forms of educational support, as required.

Identification

- The process of identifying EAL needs starts at the interview stage, when those for whom English is an additional language take written English tests. Some pupils for whom English is an additional language will need EAL support, particularly for exams.

Although the majority of EAL pupils quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

- The Senior School SENDCos and designated learning support staff members are responsible for the EAL provision across the Senior School.

Organisation

- Pupils may receive dedicated timetabled support from a suitably qualified and experienced teacher and will also receive targeted help in the classroom; subject staff will be advised, by the EAL coordinator, of suitable classroom support strategies. Over time, pupils may only require classroom support, and their progress will be reviewed regularly to consider whether additional support is required.
- EAL support is offered individually and is tailored to the needs of each pupil.

Strategies

Teachers may take specific actions to help EAL pupils to develop their spoken and written English, by:

- ensuring that vocabulary development is supported, e.g., by regular use of bilingual
- dictionaries or the issue of topic glossaries including key words and their meanings, metaphors and idioms.
- demonstrating how spoken and written English is structured
- enlisting the aid of any appropriately bilingual pupils in the group to act as a translator
- providing support using ICT, video/audio materials and dictionaries
- ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing
- repeatedly re-wording and re-phrasing any discourse in English with the pupil
- employing, and encouraging the pupil to use, non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse

- encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them
- using accessible texts and materials that suit the pupil's age and level of learning

Monitoring

- The intervention will be monitored by the Senior School SENDCo (responsible for EAL coordination) taking into consideration feedback from staff, pupils and parents.

Evaluation

- The intervention will be evaluated termly, and recommendations discussed with parents, the EAL coordinator, teachers and SENDCos.
- This Policy should be read in conjunction with the Accessibility and Inclusion Policies.

Supporting Children in Early Years

The school has regard to the EYFS statutory framework, which sets out that:

- For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.