



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 individual learning needs and/or disabilities are referred to as having SEND (special educational needs or disabilities) 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.

The support available under this policy is tailored to individual needs and may include:

- Individual Healthcare Plans (IHPs): These plans are developed in partnership with healthcare professionals, parents, and pupils. They outline the medical condition, required support, medication, emergency procedures, and staff responsibilities.
- Education, Health and Care Plans (EHCPs): For pupils with more complex needs, EHCPs outline long-term goals and co-ordinated support across education, health, and care services.
- Reasonable Adjustments: These may include:
 - Providing assistive technology (e.g. speech-to-text software).
 - Adjusting timetables or classroom layouts.
 - Allowing rest breaks or flexible attendance for pupils with chronic fatigue or pain.
- Access arrangements for public exams. Where possible, students who are entitled to access arrangements in public exams receive the same consideration in internal school assessments (e.g. 25% extra time or laptop use in school internal summer exams).
- Individual mentoring and support both from members of the SEND team and more widely among the staff body.

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

Aims

- To ensure that all pupils with Education Health and Care Plans, SEND, and other learning differences and disabilities have access to high quality education within a broad, balanced, and relevant curriculum, in order that they can reach their full potential, and enhance their self-esteem.
- To stimulate and maintain pupil curiosity, interest and enjoyment in their own education.
- To identify pre-existing or emerging SEND or other learning needs as rapidly as possible, both on entry to the school and throughout the student's education.
- To empower students to develop skills and strategies so they can become self-sufficient in coping with any learning differences, 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 provision, and to strive for close co-operation between agencies concerned with meeting the needs of pupils with Education Health and Care Plans and SEND.
- To meet the needs of those pupils who have Education Health and Care Plans and SEND, by offering continual and appropriate forms of educational provision.

Identification

The identification 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 identifying pupils needing support, including LUCID computer-based screening in Year 7 and Autumn term CAT assessments for all pupils in Years 2-6.

Internal assessment data (e.g. from end of year exams and termly subject Cross-Year Assessments) is shared with the SEND team and is used to identify students where academic performance may be a sign of emerging support needs.

Teaching staff are encouraged to observe student behaviour in and outside lessons for signs of emerging or latent SEND, regardless of year group. There is an established procedure for referring any students about whom they have concern to the SENDCos via the Senior School and Junior School Record of Concern or Achievement (ROCA) form, available via the staff intranet. Specific requests for support from parents and teachers are also welcomed.

If students are flagged by any of these routes, a member of the SEND team will observe the pupil in class, meet with the pupil and/or review their classwork and homework with their teacher. Depending on the outcome, an internal screening may be arranged to ascertain whether there is an underlying learning difference. Parents will be advised of any concerns raised at an appropriate point in this process, and of the outcome of any screening.

Where a pupil is identified as having a special educational need, they will be placed on the school's SEND register. In addition, the SENDCo will liaise with the SEND team, class teachers, and pastoral staff to create an individualised Pupil Profile, which will then be shared with the pupil's teachers. In instances

of severe need, SENDCos will liaise with parents and the relevant borough if there is mutual feeling that an EHCP is necessary to support the pupil's learning needs at JAGS and beyond.

The Pupil Profile details personalised strategies for learning, desired short-term outcomes, and the provision that will support the child in achieving targets, in line with the Assess–Plan – Do–Review approach suggested in the SEN Code of Practice (2014, revised 2024).

All stages of the process are conducted through discussion with parents and the pupil. This cycle enables provision to be refined and revised as the understanding of the needs of the pupil grows, through identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The effectiveness of any assessment and intervention is influenced by 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 and parents. Once identification, assessment and intervention has taken place, pupils and parents are kept informed by a variety of means, e.g. personal contact, school reports, and the formation and implementation of a Pupil Profile shared with both parents and subject teachers.

Support strategies

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

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- 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 in response to the resources, targets, and actions most appropriate to the needs of the child.

It is recognised that some pupils may only need in-lesson support, and that student progress may often be best served by being present in lessons with their peers rather than working with independent support outside lessons. Students' needs are regularly reviewed by the SEND team to consider where, whether and how additional support is required.

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. Subject teachers, with oversight of Heads of Department, are responsible for enacting the appropriate strategies in the classroom.

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, and the SENDCos ensure that pupils with SEND are known to other schools or colleges to which they may transfer.

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 individual needs.

Support available to students in school includes:

- Regular one-to-one or small group support sessions with members of the SEND team;
- Additional support and targeted help in the classroom, delivered by subject teachers, by members of the SEND team attending to support students in class and by teaching assistants;
- Advice to teaching staff about suitable classroom support strategies, collated for all SEND pupils within the SEN report section of the school's MIS;
- Appropriate teaching resources that are sensitive to the expected pace and most effective style of individual learning;
- Specific targeted support in the areas of reading skills, writing and spelling, study skills, organisational skills, Modern Foreign Languages, Numeracy, social skills and motor skills;
- Support with revision and preparation for exams;
- Support with planning and organisation of longer written work (e.g. essays).

Monitoring and evaluation

The school ensures ongoing evaluation of support through:

- Regular Reviews of IHPs and EHCPs: IHPs are reviewed at least annually or when a pupil's needs change. EHCPs are reviewed annually in line with statutory requirements.
- Where Pupil Profiles are used, these are also reviewed regularly according to the individual circumstances of the child
- Progress Tracking: Academic and personal development is monitored using assessment data, teacher reports, and pastoral records.
- SEND reporting: Junior School parents receive a written report up to twice annually from their child's SEND teacher
- SEND reporting: for Senior School students on the SEND register, a full annual SEND report is compiled by each subject teacher at the mid-point of the year (February half term), and reviewed by the SEND team.
- Feedback Mechanisms: Parents and pupils are invited to review meetings and encouraged to provide feedback on the effectiveness of support.
- Incident and Health Logs: Any medical incidents (e.g., asthma attacks, seizures) are recorded and reviewed to inform future planning.

3. Pupils for whom English is an Additional Language (EAL)

Aims

- To ensure pupils for whom English is an additional language receive any support necessary for them to reach their full potential.
- To identify and assess additional support needs for any 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 SENDCos and designated learning support staff members are responsible for the EAL provision across the whole School, including identification of students who would benefit from additional support with spoken or written English.
- The Department for Education defines pupils as EAL 'if she/he is exposed to a language at home that is known or believed to be other than English' (*English Proficiency of pupils with English as an additional language*, DfE 2020). It also notes that EAL status 'is not a measure of English language proficiency'. However, some pupils for whom English is an additional language will need dedicated EAL support, particularly for exams.
- The process of identifying EAL needs starts at the initial assessment stage, when those for whom English is an additional language take written English tests.
- Although the majority of EAL students already have, or quickly attain a level of understanding and a degree of fluency that makes normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.

Support Strategies

EAL support is offered individually and is tailored to the needs of each pupil.

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 co-ordinator, 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.

Teachers will be encouraged to 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 provision of topic glossaries of 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 technology, 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.
- EAL support booster groups

Monitoring and evaluation

- Interventions will be monitored by the relevant SENDCo (responsible for EAL co-ordination) taking into consideration feedback from staff, pupils and parents.
- Interventions will be evaluated termly, and recommendations discussed with parents, the EAL co-ordinator, teachers and SENDCos.
- This Policy should be read in conjunction with the Accessibility and Inclusion Policies.