SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Scope

This policy applies to John Lyon School, which comprises the 'Senior School' and the 'Prep School'. All references to 'the School' refer to John Lyon School except where otherwise specified.

Purpose

The aim of this policy is to ensure that the School is an educationally inclusive school where the teaching and learning, achievements, attitudes and wellbeing of every pupil matter. The aim is for barriers to learning to be identified and catered for so that all pupils make the best progress possible. Furthermore, it is important that parents and staff are clear on what level of support can be provided by the School, and where this support may require a parental contribution.

All pupils will be provided with equality of opportunity. Parents and carers will be consulted, involved and informed regarding the special educational provision made for their child.

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 years (January 2015), the Equality Act 2010 and the Children and Families Act 2014. This policy should be read alongside all other School policies (such as Accessibility Plan, Admissions Policy, Safeguarding and Child Protection Policy, Behaviour, Rewards and Sanctions Policy and Anti-Bullying Policy) as well as the Parent Contract.

The John Lyon School recognises the value of high-quality teaching as best practice for meeting the needs of all pupils including those with Special Educational Needs and Disability (SEND). Lessons are planned taking into account all pupils' needs. Their progress is then monitored and reviewed by subject teachers in line with the School's Curriculum Policy.

It is a whole school responsibility, requiring a whole school approach in keeping with the School's ethos. The purpose of this policy is to ensure that:

- Pupils are treated as individuals that have individual needs
- Pupils are all equally valued within the School
- All pupils including pupils with SEND have a common entitlement to a broad and balanced curriculum in order to fulfil their potential
- Pupils with SEND are identified as early as possible
- The appropriate provision and reasonable adjustments for pupils with SEND are made whenever possible and provided it is within the School's Learning Support provision
- Pupils' needs are addressed throughout their time in their School career or for distinct periods of times if more appropriate
- The achievement, attainment and outcomes of all pupils with SEND are raised as much as possible
- Parents and carers work in partnership with the School so they can be active and valued participants in their child's education

- All pupils including pupils with SEND are valued equally and take a full and active part in school life
- A framework of support is provided to enable all staff to respond appropriately to the needs of pupils
- Staff have access to training in order to support high quality teaching and learning for all pupils
- The School monitors, reviews and evaluates policy as well as provision on a regular basis;
- The School works in partnership with outside agencies
- All staff, pupils, parents and carers as well as the Local Authority (LA/LEA) and other outside agencies work in partnership
- The School will work with the Local Authority for the Annual Reviews of the outcomes outlined in an EHC Plan.

There are four registers for SEND and EAL for the whole school:

Learning Support Register	The Learning Support Register lists pupils in the School for whom the Prep and Senior Learning Support departments have highlighted pupils with identified or diagnosed needs and/or are receiving support, as well as pupils on the EAL register.
SEND Register	The SEND Register is a subset of the Learning Support Register and includes pupils who have a significant or substantial educational need and receive additional support other than High Quality Teaching and differentiation or in class strategies.
EAL DfE Census	The EAL DfE Census includes pupils who disclosed in the Senior School Language survey, that they are regularly exposed to another language at home or have been during their formative years. Such information is disclosed by parents through the Prep School Admission process. The pupils' English may well be of the highest standard but they would technically meet the criteria of Department for Education's definition of EAL.
EAL Register	The EAL register is a subset of the EAL DfE Census. Pupils on the EAL Register are identified through the Admissions process as well as discussion with teachers in the Prep and Senior School. The Learning Support department in the Senior School also refers to the Screening at Entry assessments. Pupils on the EAL register receive additional support depending on their needs.

Definition

The SEND Code of Practice 0 to 25 years (2015) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

It states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or

- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;

Under the Equality Act 2020, a disability is defined as a '…physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This definition is subject to interpretation and should be considered alongside the wider guidance provided within the Equality Act 2020.

In general, the School defines a pupil as having a disability if *the pupil has a physical or mental impairment, such that the pupil's impairment has a substantial and long-term (typically more than one year) adverse impact on their ability to be involved in normal daily School activities.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children and young people with disabilities and those with SEN.

We accept that pupils may have either a long-term or transient need within the following areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

Education, Health and Care Plans (EHCPs)

If a pupil has an EHC Plan in place, the School will work closely with the pupil, the parents/carers, outside agencies,and the Local Authorityto provide adequate support as far as is possible within School's Learning Support provision. The School will comply with its statutory duties with regard to Annual Reviews and working the Local Authority.

Where a prospective pupil has an EHC Plan, parents should contact the Admissions Team who will in turn discuss this with the HoLS to ascertain if the School can meet the provision as set out in the Plan.

The School will inform parents regarding the possibility of requesting an Education, Health and Care needs assessment if a pupil is still experiencing significant difficulties to access the curriculum or school life despite the School having taken action to identify and assess the pupil's needs as well as put in place the relevant support and strategies available at the School.

Parents are invited to liaise with the Prep and Senior Learning Support departments if they need further advice.

Roles and Responsibilities

The Heads and the School's Governing Body have responsibility for the overall vision and day-to-day management of all aspects of the School, including provision for pupils with SEND. These responsibilities are met with the close collaboration of the School's Senior Leadership Teams, the Head of Learning Support (Prep/Senior) as well as the SENDCo (Prep) in the early identification and

subsequent provision for pupils with SEND. For the purposes of this policy, the Head of Learning Support (Prep/Senior) will be referred to as the 'HoLS'.

The Head:

- Assist with the School Governors in the development, monitoring and evaluation of the Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL) Policy;
- Monitor the effectiveness and progress of the Learning Support Department, ensuring that it maintains good practice;
- Involve appropriate staff and Governors in SEND development, including the procedural guidelines for all staff;
- Working alongside the staff and the Governors with responsibility to formulate, develop and review this policy and practice;
- Determine the roles, responsibilities and management of the Prep and Senior Learning Support Departments.

Learning Support:

The overall coordination of provision in the Prep and Senior School is delegated to the HoLS who works closely with the SENDCo (Prep) and staff who provide EAL support in determining the development of the SEND and EAL policy, as well as day-to day SEND and EAL provision for pupils. The HoLS and the SENDCo (Prep) will:

- play a key role in delivering the strategic development of the SEND and EAL policy
- work closely with the Learning Support staff
- coordinate the provision for pupils with SEND
- maintain a list of pupils with identified or diagnosed learning needs (Learning Support Register)
- maintain a list of pupils with identified or diagnosed SEND who need additional support other than differentiation in lessons (SEND Support register)
- ensure all teaching staff understand their responsibilities to pupils with SEND and the School's approach to identifying pupils with SEND
- ensure all teachers understand their responsibilities with catering for barriers to learning so that all pupils make the best progress possible
- advise on the teaching and assessment of pupils with SEND
- liaise with parents regarding their child's SEND provision and needs and, where relevant provide appropriate resources and strategies to support learning at home
- monitor the needs of pupils with SEND together with other staff
- provide support to pupils with SEND who need additional support on a one-to-one basis or in a small group when possible
- review pupil needs and progress regularly or at agreed dates for pupils receiving additional support
- liaise with external agencies
- liaise with feeder schools, universities and colleges regarding SEND issues
- contribute to the training of staff regarding SEND issues
- work with the Local Authority, external agencies, parents and pupils with an EHC Plan for the Annual Review process, the Careers Action Plan and the support provision

- discuss pupils' progress and needs in Prep and Senior Learning Support meetings regarding pupils' progress through different key stages when appropriate
- ensure pupils requiring Exam Access Arrangements (EAA) in the Senior School are assessed and that teachers and the Exams team are made aware of those arrangements as per the JCQ regulations.
- ensure pupils requiring Exam Access Arrangements (EAA) in the Prep School are identified and receive the relevant EAA whenever possible.

Classroom Teachers:

- Provide high quality teaching that supports the needs of all learners
- Implement the SEND and EAL Policy
- Refer to the Pupil Profile for awareness of strengths and needs, in-class strategies and intended pupil outcomes and targets, as well as Exam Access Arrangements for the relevant pupils
- Monitor, note and discuss pupils' progress
- Use a graduated approach to support pupils and where needed adapted resources
- Identify concerns of individual pupils and liaise with the relevant Learning Support department, Form Tutor, Head of Year and parents.

Parents:

- Work in partnership with the School so they can be active and valued participants in their child's education
- Take the responsibility for informing the School about any known learning need, medical condition, special educational needs and/or disability for their child (parents should refer to the Parent Contract)
- Are encouraged to help their child by using recommended strategies and resources at home
- Are encouraged to attend meetings with members of the relevant Learning Support department when appropriate.
- Parents to facilitate and encourage pupils' attendance at interventions.
- To recognise the level of support that can be provided by the School, and where this support may require a parental contribution in accordance with the Parent Contract.

Pupils:

- Pupils with SEND and/or EAL are encouraged to voice their views on their learning and desirable outcomes.
- Pupils to attend and engage with intervention provided.

Learning Support Provision

Identification & Assessment

There are three main routes to identifying pupils with SEND: Admissions, Screening and Referrals.

Parents must disclose any known learning needs/support, identified or diagnosed SEND or medical needs concerning their child during the Admissions process and at any time during school life when needs arise. The information is treated as confidential.

In the Prep School, children are entitled to have their needs identified, assessed and addressed at the earliest possible stage through:

- Curriculum and Baseline Assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning needs
- On-going observation and assessment to provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- Involving parents and pupils in developing and implementing a joint approach at home and in school

Teachers raising any concerns at any time of using the SEND Referral form to alert the SENDCo (Prep).

The triggers for intervention are based on evidence that a child who, despite receiving adapted learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas
- presents persistent, emotional or behavioural difficulties that are not ameliorated by the Prep School behaviour management techniques and that begin to interfere, substantially and regularly, with the child's own learning, or that of the class group
- has sensory or physical problems and makes little or no progress despite the provision of normal assistance or requires specialist equipment or regular advice or visits by a specialist service
- has communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning and makes little progress despite the provision of a differentiated curriculum.

Where the school seeks help from external support agencies, the following points are taken into consideration:

- The support agencies need to see the child's records to establish which strategies have been employed and which outcomes have been set and achieved.
- The support agencies can advise on new and appropriate outcomes for the child's Pupil Profile (PP)and accompanying strategies.
- The outcomes set might require external specialist assessment arrangements to gauge progress.
- The strategies specified in the PP should be implemented where applicable.
- The SENDCo (Prep) should note in the child's records:
    - what further advice is being sought
    - the support to be provided for the child pending receipt of the advice.

There are times in the Prep School when a visiting specialist can be accommodated during school time (funded by parents or by NHS when relevant); the pupil is typically withdrawn from their class timetable to benefit from the expertise. All interested parties (parents, child's class teacher/SENDCo (Prep) and the Head) would be involved in the decision as to whether the child would benefit from these extra lessons and if there is sufficient room within school for the sessions to take place.

In the Senior School, a Screening at Entry test is carried out for all new pupils in Year 7, Year 8 and Year 9 on their induction day or when they join the School. A Reading Comprehension test is also carried out at the beginning of the academic year for Year 7 and new Year 9 pupils to assess reading comprehension skills as well as speed of work. New Sixth Form students are contacted to ask for any history of SEND or Exam Access Arrangements.

The Learning Support department will inform pupils and parents regarding possible areas of need highlighted. When relevant, Learning Support internal assessments may be carried out by the Learning Support specialist teachers if concerns are raised about reading, writing, spelling, maths and speed of work. Outside agencies might be involved and the Learning Support department will work in collaboration with parents.

Both the Prep and Senior Learning Support teams do not carry out diagnostic assessments but can discuss the options available to parents seeking a diagnosis for their child. In accordance with the Parent Contract, Parents must notify the school of any prior or planned diagnostic assessment.

In the Prep School, a PP is drawn up by the SENDCo (Prep) in conjunction with the class teacher and with input from parents and, where appropriate, pupils. The PPs will identify targets for the individual child each term detailing how these will be achieved with a time limitation. Where outside agencies have been involved, their input will also feature in the PPs where appropriate. The PPs are typically reviewed termly.

In the Senior School, if learning needs are highlighted, parents will be informed, a Pupil Profile will be drafted. The information on the Pupil Profile will then be shared with the pupil's subject teachers and made accessible on the School's network drive. The information is treated as confidential. The Pupil Profile highlights:

- The types of need
- Areas of strength and weakness
- History of need, support and progress
- In class strategies
- The pupil's strategies and areas of focus
- The pupil's self-reflection and outcomes
- Exam Access Arrangements (if relevant)

If a pupil needs additional support other than high quality teaching and in class strategies, the Learning Support team in the Senior School can offer:

- Occasional one-to-one or small group Learning Support booster sessions
- Coaching sessions for study skills and organisational skills
- Observations and support strategies/resources to be used at school and at home

The Learning Support interventions take place in the Learning Support department typically before school, at lunchtime and after school. Where necessary, these may be during non-core lessons.

Where the level of learning support is beyond that which can be provided by the School within its existing resource, the HoLS/SENDCo (Prep) will discuss with parents whether this support is deliverable at JLS, what the options for additional support might look like, and what level of financial contribution may be required to facilitate this. It is possible that there will be different answers to

these questions depending on whether the pupil is at Prep or Senior School age, and that the answers may change over time or through the pupil's journey through the School. In some instances, there may be some financial support available via an EHCP but this may not cover the entire costs and thus a parental contribution may still be required. Furthermore, until an EHCP has been received by the School, the contribution will need to be met by the parents in accordance with the Parent Contract.

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Evaluation and Progress for Pupils with SEND and/or EAL

- Progress is monitored by subject teachers who liaise with the relevant Learning Support teams.
- Pupils receiving regular additional support will have their progress reviewed by class teachers and subject teachers as well as by the Learning Support teachers and the pupil.
- Information will be effectively shared between teachers, parents and pupils.
- In the Prep School, the Learning Support staff meet with Class teachers, the Welfare Officer, Subject Teachers and the Deputy Head (Prep) when relevant in order to discuss strategies, provision, progress and concerns.
- In the Senior School, pupils will discuss needs and progress with the Learning Support team around twice a year (which may include parents' evening where this is sufficient). They will self-reflect and discuss their achievements, pupil outcomes, their attitude towards learning and the successful strategies they used throughout the academic year so that their needs are reviewed and new outcomes set (if relevant).
- The Learning Support staff meet with the Head of Year and Form Tutors when relevant to discuss strategies, provision, progress and concerns.

Exam Access Arrangements

In the Prep School, Access Arrangements are implemented according to either:

a.) The information received from professionals such as an Educational Psychologist, Occupational/Speech and Language Therapists and/or medical reports in line with a pupil's needs at school; or

b.) Teacher observations or recommendations on the arrangements that may be needed to support the pupil without a diagnosis.

The HoLS liaises with the SENDCo (Prep) regarding normal way of working as well as with Admissions for Entrance Exams as part of the transition to Senior School.

The School will endeavor to identify Exam Access Arrangements (EAA) as per the Joint Council for Qualifications (JCQ) guidelines and regulations. Pupils who have been identified/diagnosed as having a learning difficulty and/or disability may be entitled to Exam Access Arrangements.If a pupil has a disability and/or a medical condition impacting on learning/exams, the HoLS will liaise with the relevant external agencies/experts and refer to their recommendations. However, decisions on the exam access arrangement/s to be awarded is based on need and evidence collected by the HoLS, with strict adherence to the JCQ Regulations, and the final decision rests with the school.

When a request is made for an external diagnostic assessment the HoLS must be notified prior to the assessment within an adequate timeframe such that the School can follow the JCQ regulations.

The information regarding EAA is summarised on the child's Pupil Profile then shared with teachers to raise awareness of a pupil's specific needs, support strategies as well as the relevant EAA to be implemented in lessons and in tests. Teachers and the HoLS monitor the use and need of EAA regularly.

The HoLs will process applications for appropriate EAA in conjunction with the relevant pupils and their teachers based on substantial evidence of need as well as normal way of working. The transfer of EAA from Year 11 to the Sixth Form is not automatic, further evidence of the pupil's normal way of working will need to be gathered.

Parents who have enquiries regarding EAA should speak with the HoLs as soon as reasonably practicable.

The School's Use of Word Processor in Public Exams Procedures and the Exam Access Arrangements are coordinated by the School's Exams team.

English as an Additional Language (EAL)

All pupils are treated equally and valued as unique individuals. The languages, culture, heritage and experiences of all students in the School are acknowledged, valued and respected. It is essential that all pupils are encouraged to aim for the highest possible standards and it is important that those for whom English is an Additional Language (EAL) are fully integrated into all aspects of school life. It is imperative to remember that the latent ability of these pupils to participate in the full curriculum for each subject may well be in advance of their ability to communicate in English. Lack of language skills should never be interpreted as a lack of intellect. Multilingualism is often associated with success and pupils at John Lyon, who have arrived with limited ability in English, have achieved great success in higher education.

Aims and Objectives

The aim of this policy is to help to ensure that the School meets the needs of those pupils for whom English is an Additional Language in line with the Equality Act (2010).

Staff should be consistent in the way that an EAL pupil's learning is supported across the school, enabling pupils to access and participate in all lessons. Appropriate and regular opportunities for differentiation for EAL pupils should ensure that they make the best progress possible.

Objectives

- To ensure that the School is welcoming
- To assess pupils' educational and cultural background and language level
- To provide appropriate support
- To ensure every pupil's culture and language is valued
- To help develop knowledge around British culture and values
- To monitor and assess progress regularly
- To encourage parents/guardians to play a role in EAL pupils' education
- To ensure effective teaching and learning by staff and pupils
- To ensure concerns are raised with the HoLS or the SENDCo (Prep) regarding possible SEND issues.

Identification

A pupil is placed on the EAL DfE Census when the pupil's first language is not English and when parents speak another language other than English at home as per the Department for Education definition. Pupils on the EAL DfE Census may have excellent written and/or spoken English and need no further support. Where a pupil requires further support for acquiring and developing English, they are placed on the EAL Register so that teaching staff are aware of such pupils.

Identification in Prep School is carried out through the Admissions process and communication with teachers.

In the Senior School, EAL Screening is carried out to ensure pupils joining the school, who may require additional EAL support, are identified and offered the appropriate level of support. EAL Screening is carried out if:

- a pupil does not have English as his first language
- a pupil speaks English but has been going to a school where the language of instruction is not in English
- a pupil would be eligible to apply to a British University as an Overseas Applicant.

Screening takes place at the start of the school year or when a new pupil joins the Senior School.

EAL Provision

The HoLS and the staff who provide EAL support will:

- maintain a list of pupils with EAL who need additional support other than differentiation in lessons (EAL Register)
- maintain a list of pupils with EAL who do not need additional support (EAL DfE Census)
- ensure the relevant teaching staff have read and understood the Pupil Profile for pupils on the EAL register

Teaching Strategies in the Senior School

Subject teachers use a variety of methods to assist pupils with EAL. Written and spoken English skills are developed by:

- Providing classroom activities which have clear learning objectives and using appropriate materials and support to enable pupils to participate fully in lessons
- Explaining how spoken and written English have different usages for different purposes (meanings and comprehension are not to be assumed but must be made explicit)
- Ensuring that vocabulary work covers both technical and everyday meanings
- Listing subject specific vocabulary-key language features of each curricular area, key vocabulary, uses of language, forms of text, should be identified
- Explaining colloquial language together with idioms, phrasal verbs and metaphors.
- Providing pupils with a range of reading materials at a variety of levels
- Ensuring understanding of tasks and explaining homework
- Using a variety of media to encourage access of the curriculum-additional visual support should be considered - posters, pictures
- Additional verbal support should be provided - repetition, peer support, etc.

SMSC (Spiritual, Moral, Social and Cultural) development of pupils is an integral part of the Learning Support department's ethos. One of the key aims of the Learning Support departments' work is to promote **wellbeing, self-esteem and self-confidence** so that pupils become active learners and participants in the Prep and Senior Schools and in their community. Pupils are encouraged to express their aspirations in order to prepare for adulthood.

Behaviour and SEND/EAL

Pupils with SEND and/or EAL may be more at risk of bullying by their peers. Good communication between the pupils and their parents, carers, the Learning Support and Pastoral teams, teachers, the Form Tutors, Heads of Years/Sections is maintained in order to highlight and tackle these potential issues.

Reviewed by: Head of Learning Support
Implemented: September 26
Next Review: September 27