

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND EAL POLICY

The Aim of the SEND (Special Educational Needs and Disability) Policy

The aim of this policy is to ensure that John Lyon 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.

All pupils will be provided with equality of opportunity. Parents and carers will be consulted, involved and fully informed regarding any 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, [Curriculum Policy](#), [Behaviour, Rewards and Sanctions Policy](#) and [Anti-Bullying Policy](#)) as well as the Parent Contract (Admissions and Entry to the School 3.3 as well as Education Matters 7.7, 7.8 and 7.9).

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

Our commitment at The John Lyon School is based on the following principles:

- John Lyon pupils are all individuals and have individual needs.
- John Lyon 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.
- Teachers at John Lyon are teachers of all pupils including pupils with SEND.
- All staff should have awareness of and regard to the needs of individuals within the School.
- All staff, pupils, parents and carers as well as the Local Authority and other outside agencies work in partnership.

It is therefore 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 with SEND are identified as early as possible.
- The appropriate provision for pupils with SEND is made.
- Pupils' needs are addressed throughout and/or at any time in their school career.

- The achievement, attainment and outcomes of all pupils with SEND are raised.
- Parents and carers work in partnership with the School so they can be active and valued participants in their child's education.
- Pupils with SEND are involved in the planning of their learning.
- 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.
- All members of staff have access to training in order to support high quality teaching and learning for all.
- The School works in partnership with outside agencies.
- Pupils with SEND have fair access to exam arrangements.
- The definition of pupils with SEND includes pupils with a Statement of SEN or EHC Plan (Educational Health and Care Plan).
- John Lyon works with Local Authorities and other outside agencies for the transitional arrangements to facilitate the transfer from a Statement of SEN to an EHC Plan (reference to the SEN Code of Practice 2001 will still be relevant until the transfer is completed).
- The School will work with the Local Authority for the Transfer Reviews, and Annual Reviews of the outcomes outlined in the EHC Plan.

There are four registers for SEND and EAL (October 2021):

Learning Support Register	The Learning Support Register lists pupils in the School for whom the Learning Support department has created a Pupil Profile (highlighting areas of strengths and needs: pupils with learning needs as well as pupils on the EAL register)	94 pupils (including pupils on the SEND and EAL registers)
SEND Register	The SEND Register is a subset of the Learning Support Register. These pupils have a substantial educational need.	45 pupils
EAL DfE Census	These pupils have indicated, via a school survey, that they are regularly exposed to another language at home or during their formative years. Their English may well be of the highest standard but they would technically meet the criteria of Department for Education's definition of EAL.	384 pupils
EAL Register	The EAL register is a subset of the EAL DfE Census. The pupils on the EAL register receive additional support for both English and comprehending English in other subjects. They may study either English IGCSE, the IGCSE English as a Second Language or IELTS.	3 pupils

Definition

The Special Educational Needs and Disability 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.

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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions; or
- are *under* compulsory school age and fall within the definition above or would do if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day 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

The following needs may not be seen as SEN but may impact on progress, attainment and outcomes:

- Disability
- Medical (for example epilepsy, bowel disorders, cerebral palsy and diabetes)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being a Looked After Child

Education, Health and Care Plans (EHCs)

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.

If a pupil has an EHC Plan in place or a Statement of SEN in the process of being transferred to an EHC Plan, the School will work closely with the pupil, the parents/carers, outside agencies (if relevant) and the Local Authority in order to provide the adequate support. The School will also cooperate with the Local Authority in the review process including transitional arrangements to

facilitate the transfer from a Statement of SEN to an EHC Plan, the Annual Review of Statement meetings as well as the Annual Review of EHC Plan.

Parents are always invited to liaise with the Learning Support department in order to voice their views and if they need any further advice.

Roles and Responsibilities

The Head and 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 Senior Management Team, Head of Learning Support (SENDCo) and Learning Support team in the early identification and subsequent provision for pupils with SEND.

The Head:

- To assist in the development, monitoring and evaluation of the Governors' policy for SEND.
- To establish and monitor success criteria.
- To involve all staff and Governors in SEND development.
- To establish procedural guidelines for all staff.

The Head is able to fulfil these duties via:

- Incorporating SEND considerations in the School Development Plan.
- The management framework which applies the principles of the SEND Code of Practice 2015 within the context of the School.
- Working alongside the staff and the Governor/s with responsibility to formulate, develop and review the SEND policy and practice.
- Establishing and developing the role and responsibilities of the Learning Support Department via job descriptions and school systems.
- Working to establish procedures and maintaining good practice in the School.

The day-to-day co-ordination of provision is delegated to the Head of Learning Support (SENDCo):
Sophie Blanchard MA, Dip. RSA SpLD, PG Cert Autism and Asperger Syndrome

The Head of Learning Support:

- To play a key role in delivering the strategic development of the SEND and EAL policy;
- To work closely with the members of the Learning Support department.
- To coordinate the provision for pupils with SEND and EAL;
- To maintain lists of pupils with learning needs (Learning Support Register);
- To maintain a list of pupils with identified SEND who need additional support other than differentiation in lessons (SEND Support register);
- To maintain a list of pupils with EAL who need additional support other than differentiation in lessons (EAL Register);
- To maintain a list of pupils with EAL who do not need additional support (EAL DfE Census);
- To ensure all teaching staff understand their responsibilities to pupils with SEND and/or EAL and the School's approach to identifying pupils with SEND;
- To ensure all teachers understand their responsibilities with catering for barriers to learning so that all pupils make the best progress possible;
- To liaise, assist with and advise on the teaching and assessment of pupils with SEND;

- To liaise with parents regarding their child's SEND provision and needs. Where relevant to provide appropriate resources and strategies to support learning at home;
- To monitor the needs of pupils with SEND together with the Head and the staff;
- To provide support to pupils with SEND who need additional support on a one-to-one basis or in a small group;
- To review needs and progress twice a year or at agreed dates times for pupils receiving additional support;
- To liaise with external agencies;
- To liaise with feeder schools, universities and colleges regarding SEND issues;
- To contribute to the training of staff regarding SEND issues;
- To ensure pupils with needs requiring Exam Access Arrangements are assessed and that teachers and the Exams team are made aware of those arrangements. To ensure the department's work in this regard meets the JCQ regulations;
- To work with the Local Authority, parents and pupil with a Statement of SEN for the transitional arrangements to an EHC Plan;
- To 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.

Classroom Teachers:

- To recognise that all teachers are teachers of all pupils including pupils with SEND and/or EAL;
- To provide high quality teaching;
- To refer to the Pupil Profile for awareness of strengths and needs, in-class strategies as well as Exam Access Arrangements-if relevant
- To monitor, note and discuss pupils' progress;
- To use a graduated approach (assess, plan, do and review) and provide differentiated work;
- To identify concerns of individual pupils and liaise with the 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 special educational needs and/or disability for their son(s);
- will be informed about their son's progress through the Schools' progress reports and Parents Meetings;
- are encouraged to help their son by using recommended strategies and resources at home;
- are encouraged to attend meetings with members of the Learning Support department when appropriate.

Pupil's View:

Pupils with SEND and/or EAL are encouraged to voice their views on their learning and desirable outcomes. The Pupil Profile (including any Learning Support plan) is drawn up with the pupil. Pupils with SEND and/or EAL will meet with a member of the Learning Support team at least twice a year to review and discuss progress.

Parents will be kept informed and pupils will be involved in decisions taken about them at each stage.

Learning Support Provision: SEND and EAL

SEND: Identification, Assessment and Provision

Parents are encouraged to disclose any known SEND or medical issues concerning their child. Please refer to the Parents Handbook (Admissions and Entry to the School as well as Education Matters). The information is treated as confidential.

Identification

A Screening at Entry test is carried out for all new pupils in Year 7, Year 8 and Year 9 and at any other point in the year when new pupils 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 in order to assess reading comprehension skills as well as speed of work.

Sixth Form students have also opportunities to meet with the Learning Support team in order to review needs and transition to Sixth Form.

Learning Support internal assessments can be carried out by the Learning Support specialist teachers if concerns are raised.

The Learning Support department will inform pupils and parents regarding possible areas of difficulties. When relevant, outside agencies might be involved and the Learning Support department will work in collaboration with parents.

If learning difficulties are highlighted, parents will be informed, a Pupil Profile will be drawn up incorporating the parents and the pupil's views as well as in class strategies. The information on the Pupil Profile will then be shared with the pupil's subject teachers and made accessible on the School's internal drive. The information will be treated as confidential.

Pupil Profiles and Provision Map

The Learning Support team draws up a Pupil Profile for all pupils in the School who have been identified with learning needs. Pupils with EAL needing additional support other than differentiation in lessons also have a Pupil Profile. All information is treated with confidentiality.

The Pupil Profile highlights:

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

Learning Support Sessions

If a pupil needs additional support other than differentiation in class, the Learning Support team can offer:

- Occasional one-to-one or small group Learning Support booster sessions.
- Regular Learning Support sessions depending on need.
- Internal Learning Support assessments to help identify needs/learning difficulties.
- Exam Access Arrangements assessments for (I)GCSE and A-Level courses (if relevant).

The Learning Support sessions take place during school time but do not take place during core subject lessons.

Evaluation and Progress for Pupils with SEND and/or EAL

- Progress is monitored by subject teachers who liaise with the Learning Support team.
- Pupils receiving regular additional support have their progress reviewed by subject teachers as well as by the Learning Support specialist teacher and the pupil.
- Pupils will discuss needs and progress with the Learning Support team at least twice a year. 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).
- Information will be effectively shared between teachers, parents and pupils.
- The Learning Support staff meet with the Head of Year and Form Tutors when relevant on a rotational basis in order to discuss strategies, provision, progress and concerns.
- The Learning Support staff also meet every two weeks (Inclusion team meetings) with the School Nurse (also a Deputy Designated Safeguarding Lead), the School Counsellor and the Careers Advisor.

Exam Access Arrangements

This section outlines how the School complies with identifying the need for, requesting and implementing Exam Access Arrangements as per the JCQ current regulations.

An Exam Access Arrangements (EAA) filing cabinet contains the individual files of each of EAA candidates. Each file contains detailed records of all essential information that is required to be held according to the JCQ regulations.

The Head of Learning Support's (SENDCo) line manager is the Director of Studies. The Exams team and the SENDCo work closely together.

Definitions

Exam Access Arrangements

“Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.”

(Access Arrangements Definitions, Pages 3 and 4)

Reasonable adjustments

“The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- *the needs of the disabled candidate;*
- *the effectiveness of the adjustment;*
- *the cost of the adjustment; and*
- *the likely impact of the adjustment upon the candidate and other candidates.*

An adjustment will not be approved if it:

- *involves unreasonable costs to the awarding body;*
- *involves unreasonable timeframes; or*
- *affects the security and integrity of the assessment.*

This is because the adjustment is not ‘reasonable’.”

(Access Arrangements Definitions, Page 3)

Exam Access Arrangement Assessors Appointment Process

Exam Access Arrangement assessments are carried out by assessors appointed by the head of centre. The assessors are appropriately qualified as required by the current JCQ regulations.

Qualification of the current assessors employed to undertake assessments at The John Lyon School:

Ms Sophie Blanchard Dip. RSA SpLD:

Qualification: OCR Level 7 Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia)

Occasionally, an external assessor might be required. The external assessor will be required to establish a relationship prior to an assessment and the Head of Learning Support will verify the assessor’s qualification.

The assessors’ qualifications are obtained and checked at the point of employment and prior to the assessor undertaking any Exam Access Arrangement assessment of a pupil as per the JCQ regulations.

Copies of the assessors’ qualifications are kept in the Learning Support department in the EAA filing cabinet and can be presented on request to the JCQ Centre Inspector by the Head of Learning Support.

The John Lyon assessors have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved. They are familiar with the Equality Act 2010.

The current assessor in the Learning Support department uses adequate and up-to-date tests in line with the JCQ regulations. All scores are recorded as Standardised Scores within Part 2 of Form 8.

Process for the Assessment of a Candidates' learning difficulties by an assessor

- The assessor must record the results of any test completed indicating that the impairment has a substantial and long term adverse effect on the candidate's performance;
- If an external assessor has been asked to conduct an assessment, the external assessor must liaise with the Head of Learning Support (who will provide Form 8 part 1) prior to the assessment and work collaboratively.

Identification, Assessment and Provision

- 1. Pupils with diagnosed learning difficulties and/or disability (as per Chapter 7 of the JCQ publication Access Arrangements and reasonable Adjustments):**
 - Where a candidate has a diagnosed learning difficulty and/or disability and shows evidence of need for Exam Access Arrangements as a normal way of working, the Head of Learning Support keeps all relevant information in the pupil's individual files in a locked cabinet in Learning Support. The Head of Learning Support adds the pupil's name on the Exam Access Arrangements list as well as on iSAMS.
 - Pupils' individual files contain formal diagnostic reports, medical reports, previous school reports, background history of needs, screening tests, relevant telephone conversations/notes and emails as well as the pupil's individual Pupil Profile which summarises the strengths, needs, pupil's outcomes, in class strategies and relevant EAA. The Pupil Profile is shared with teachers so that teachers can be aware of a pupil's specific needs, support strategies as well as the relevant Access Arrangements to be implemented in lessons and in tests. The Pupil Profile takes into consideration the pupil's views as well as the pupil's outcomes.
 - Exam Access Arrangements list (EAA list): The EAA list, which is accessible to teachers, contains the name of pupils, the type of EAA as well as notes. Teachers refer to the EAA list so that they can be aware of the pupil's needs and implement the relevant EAA during lessons, class tests and mock exams. Teachers, the Learning Support team and the Head of Learning Support monitor the use and need for EAA when reviewing the effectiveness of EAA after internal examinations (End of Year, Year 11 Trials, Lower Sixth University Prediction and Upper Sixth Mocks) as well as when needs arise. The feedback from teachers is gathered through iSAMS, Firefly, emails as well as notes written by the Exams team.
 - Evidence of need and use of EAA are monitored by the teachers and Learning Support from Year 7 to Upper Sixth.
 - Where a candidate has a diagnosed learning difficulty and/or disability and shows evidence of need for EAA, as a normal way of working, the Head of Learning Support will write a picture of need and gather evidence to demonstrate the normal way of working (Part 1 of Form 8). The Head of Learning Support will then schedule EAA assessments starting from the Summer Term in Year 9. Most of the EAA assessments are completed when the relevant pupils are in Year 10 (Autumn Term and Spring Term). If EAA continue to be a candidate's normal way of working alongside teachers' evidence of need and use of EAA in Year 10 and 11, the Head of Learning Support will confirm the relevant EAA for the relevant subjects. Online applications for 25% extra time as well as other specific EAA, are made by the Head of Learning Support once substantial evidence of need and use have been gathered.

- The transfer of EAA from Year 11 to the Sixth Form is not automatic. Candidates with a diagnosed learning difficulty and/or disability who received EAA as their normal way of working for their (I)GCSEs must be closely monitored by teachers and the Head of Learning Support throughout the Sixth Form
- If a pupil joins the school in the Sixth Form and received EAA for GCSEs, the Head of Learning Support will require the Form 8 as well as all the other essential information (signed data protection, copy of the assessor's certificate, copy of the AAO). The Head of Learning Support might have or will ensure an established working relationship with the former centre. The Head of Learning Support will monitor the pupil's needs and gather evidence of need/normal way of working and might schedule some EAA assessments to certify eligibility for continuing needs if it was felt that the Form 8 was not sufficient.

2. Pupils with no previous diagnosed learning difficulties or disability:

- Teachers, parents, pupils, the school nurse, the school counsellor, the pastoral team and the Learning Support department work closely together to ensure that a pupil is identified as early as possible. Screening at entry tests for all Year 7, new Year 8 and new Year 9 pupils further help highlighting possible learning difficulties. Pupils can provide information in the self-review section of the screening test which is delivered by the Learning Support department. When concerns are raised, the Head of Learning Support asks for teachers, parents and pupil feedback in order to develop an understanding of the need.
- If a candidate is identified as having possible learning difficulties and/or disability, the Head of Learning Support will discuss various follow-up meetings: a pupil might be assessed by a qualified Level 7 assessor, or might be referred to an appropriately qualified Educational Psychologist or a specialist teacher assessor with a current SpLD Assessment Practising Certificate (as awarded by the BDA, the Dyslexia Guild or PATOSS) and listed on the SASC website. In both cases, the assessor must work together to ensure a joined-up and consistent process. An independent assessor must contact the School and ask for evidence of the candidate's normal way of working and relevant background information. The candidate must be assessed in light of the picture of need as highlighted in Part 1 of Form 8. The EP or the specialist assessor may conduct assessments to be recorded within Part 2 of Form 8 when a full diagnostic assessment is needed. Part 2 would need to be signed by the EP or the specialist assessor who also must provide proof of their current qualification.
- It is not uncommon for pupils to be diagnosed with a learning difficulty or a medical need (epilepsy, visual impairment, Developmental Coordination Disorder etc.) during their time at school.
- The Head of Learning Support might refer some pupils for external assessments to CAMHS or a GP for further referral (Occupational Therapist, ADHD, autism, Consultant etc.).
- Some pupils with EAL may have SEND (which would be noticed in their first language and not related to the fact that they have EAL).
- Once a learning difficulty or a medical need has been identified/diagnosed, the Head of Learning Support will follow the same procedure regarding filling a Form 8 or a Centre Note, identifying the relevant EAA, monitoring need and use of EAA. An EP or Specialist teacher assessment report must not be older than the beginning of Year 9 otherwise the Head of Learning Support will have to schedule EAA assessments.
- If a pupil has a disability or medical needs, the Head of Learning Support will liaise with the relevant external agencies and/or refer to the recommendations from a consultant letter (not a GP).

Appropriate Adjustments for Candidate's Learning Difficulties which have a substantial and long term adverse effect and processing applications for Access Arrangements

- The Head of Learning Support must consider if an EAA is effective and suitable for a candidate's particular learning difficulty. There is a specific procedure for the use of a WP as an EAA (refer to Use of WP in Public Exams Policy which is also kept by the Exams team and the Head of Learning Support). The Use of WP in Public Exams Policy is also supported by a statement from the Director of Studies.
- Before processing an on-line application, the Head of Learning Support must:
 - ensure that all the supporting evidence of need and normal way of working is in place. The Head of Learning Support is aware that not all EAA must be applied in-line.
 - All relevant information (Signed Data Protection by the candidate, signed completed Form 8, signed Confirmation letter of Continuing Needs (A-Level), evidence of need and monitoring as well as other relevant documents) is reviewed.
 - The agreed EAA has been put in place for internal tests and mock exams before the candidate's first public exam (unless a candidate was diagnosed with a medical condition after the deadline for applications or if a candidate suffered a temporary injury just before a public exam).
- The Head of Learning Support must ensure that the applications are processed on time and no later than the published deadline.
- GCSE exams: The Head of Learning Support uses Access Arrangements Online (AAO) which is a tool provided by JCQ for EAA such as 25% extra time, more than 25% extra time, reader and scribe. There is no need to use AAO for EAA such as WP, Supervised Rest Breaks, Supervised Separate Room, Prompter, reading pen, read aloud, Braille transcript and Modified Papers. The Head of Learning Support will refer to the current JCQ regulations. The Head of Learning Support uses Pearson AAO (PAAO) for IGCSEs and will refer to the information from the JCQ publication regarding more specific needs and their relevant application. Applications are made for eligible pupils at the end of Year 10 or the Autumn term in Year 11.
- GCE exams: The Head of Learning Support uses Access Arrangements Online (AAO). Applications are usually made in the Autumn term in U6.

All the relevant documents are kept in pupils' individual files in a locked cabinet in Learning Support. Confidentiality and security are paramount. The Form 8, Centre Notes (for pupils who have EAA based on medical needs), A-Level Confirmation of Continuing Need, proof of AAO as well as feedback from teachers as evidence of need are also kept digitally in the Learning Support folder on the school's R-Drive.

- Where necessary, the Head of Learning Support will seek advice from JCQ and the relevant awarding body.
- The Head of Learning Support and the Exams Team keep a copy of the JCQ publication 'Access Arrangements and Reasonable Adjustments.'

EAL POLICY AND PROVISION

Introduction

At John Lyon all pupils are treated equally and valued as unique individuals. The languages, culture, heritage and experiences of all students in this school are acknowledged, valued and respected. It is essential that all boys 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 boys 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 John Lyon meets the needs of those pupils for whom English is an Additional Language in line with the Equality Act (2010).

As a result of this policy it is hoped to guarantee greater consistency in the way that an EAL student'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 liaise with the Head of Learning Support regarding possible SEND issues

EAL at John Lyon

At John Lyon, a pupil is placed on the EAL Register if a pupil needs additional support for acquiring and developing English 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 Register may have excellent written and/or spoken English and need no further support. Where a pupil requires further support, they are placed on the EAL Support Register. EAL is embedded within the Learning Support department and has close links with the English Department as well as the Heads of Departments. Reference should be made to this policy and Curriculum policy. EAL lessons are taught in the Learning Support classrooms.

The EAL teacher maintains very close communication with the Learning Support teachers particularly in the case of those boys who also have SEND such as dyslexia, Autism and ADHD.

EAL Screening

EAL Screening is carried out to ensure boys joining the school, who may require additional EAL support, are identified and offered the appropriate level of support. A pupil will be screened if he:

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

Screening Schedule

It is important to complete testing and timetable lessons as soon as possible to ensure pupils receive support from the beginning of their time at school and see EAL lessons as an integral part of their learning process. Screening takes place at the start of the school year in September, or when a new pupil requiring screening joins the school.

Planning, Monitoring and Evaluation

Targets/outcomes for EAL pupils must be appropriate, challenging and reviewed regularly

Planning for EAL pupils will incorporate curricular and EAL specific objectives. Heads of Department must ensure that these approaches are regularly monitored to take account of the linguistic and cultural and backgrounds of pupils and their families. Pupil Profiles are drawn up with the pupils to highlight individual strengths and weaknesses and to suggest strategies to members of teaching staff.

EAL lessons

EAL lessons are provided for pupils who arrive at the school with English as an additional language, irrespective of their ability, if it is thought that they are not achieving their potential. Lessons will necessarily be very flexible to cover the wide range of different educational backgrounds and expectations of pupils with different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching.

IGCSE Second Language English

Pupils will undertake a full preparation course including practice examinations in all four disciplines of Reading, Writing, Listening and Speaking. Such courses are taught in small groups or individually according to need. The speaking element will be examined by the EAL coordinator who must be registered with the relevant examination board. Pupils taking IGCSE Second Language English will be recorded on the EAL Support Register.

IELTS Preparation Classes

All pupils in the Sixth Form who are eligible to apply to British Universities as **overseas applicants** are strongly encouraged to take an IELTS test before the start of the Upper Sixth. However, universities are increasingly accepting GCSE English passes at Grade 6, 7 or 8 so there may be some flexibility before embarking on an IELTS course. Pupils taking IELTS examinations will be recorded on the EAL Support Register.

Pupils with EAL may have Exam Access Arrangements. Refer to the [Exam Access Arrangements](#) section.

Teaching Strategies

Subject teachers use a variety of methods to assist boys 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 department's work is to promote **wellbeing, self-esteem and self-confidence** so that pupils become active learners and participants at school and in their community. Pupils are encouraged to express their aspirations in order to prepare for adulthood.

Staff Training

Training for all members of staff is essential in order to raise awareness and understanding about EAL and different types of SEND impacting on learning, school life and attitude towards learning. The training also provides members of staff with strategies which help with planning their lessons and responding to pupils' needs. Training is offered to members of staff by outside agencies and by the Learning Support team.

Training is also offered to the Learning Support team in order to keep up-to-date with current research, teaching techniques and legislation.

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 team, the teachers, the Form Tutors, the Heads of Year, the Head of Sixth Form, the Pastoral team, the School Nurse, the School Counsellor and the Careers Advisor is maintained in order to tackle any issues.

Please refer to the [Safeguarding and Child Protection Policy](#), the [Behaviour, Rewards and Sanctions Policy](#) and [Anti-Bullying Policy](#).

Links with other schools

The Learning Support department encourages partnership between The John Lyon School and feeder schools. A good network is already established with other secondary schools.

SCB
October 2021
Reviewed and amended by TJJ
July 2021