



THE KING'S SCHOOL
C H E S T E R

SEND and EAL Policy

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1. Overview

This policy has due regard to the *Special Educational Needs and Disabilities (SEND) Code of Practice 0–25 years July 2014* and is compliant with the following legislative documents and guidance:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Part 3 of the Children and Families Act 2014*

The SEND Policy is a whole school policy and therefore relevant and applicable to pupils from Early Years Foundation Stage (EYFS) to Upper Sixth (Year 13). Responsibility for this policy falls to the Headmaster; the day-to-day operation of the policy is the responsibility of the Director of Learning Support who reports to the Deputy Head, Operations on the King's Leadership Team.

Section 6 of the Equality Act 2010 defines disability as '*a physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities*'.

2. The Learning Support Team

2.1 Director of Learning Support (FT), responsible for:

- Constructing, maintaining and communicating the whole school SEND register, including EYFS, to all teaching and support staff
- Keeping abreast of changes in legislation on disability and special educational needs
- Monitoring and reporting on relevant data and statistics in regard to children with SEND at the School including EYFS
- Writing and distributing Individual Education Plans (IEPs) for all students on the SEND register, detailing reasonable adjustments for the classroom, specific 'wave' of learning support provision and access arrangements needed
- Keeping abreast of current best practice in the field of SEND by attending external training courses, CPD and benchmarking with other schools
- Working closely with Deputy Head Pastoral in Willow Lodge, Junior School and Senior School to ensure that the provision for children with SEND is considered in accordance with their overall wellbeing
- Overseeing the coordination and implementation of access arrangements in school entrance exams and internal school exams in the Junior and Senior School
- Undertaking the process of applying for access arrangements in external examinations in accordance with JCQ regulations
- Arranging for screening tests of whole year groups at various points in their school career
- Using baseline and screening data to help identify children with special educational needs
- Informing parents and pupils of any SEND concerns the School may have and advising on the need for further diagnostic or medical assessments
- Monitoring the classroom provision for children with SEND by working closely with teaching staff and being part of annual departmental reviews and 'learning walks' in all key stage areas

- Identifying and facilitating regular staff training in all areas of SEND, including dyslexia, dyspraxia, ADHD and ASD
- Holding regular meetings with parents and pupils to discuss learning needs, school provision and progress being made
- Making decisions on the appropriate level of support needed for each individual child with SEND and allocating departmental staff accordingly
- Working in partnership with external agencies and the Local Authority to help identify and support pupils with SEND
- Overseeing the transition process as children move between key stages, schools and on to Higher Education and advising parents, pupils and staff accordingly

2.2 **Specialist Dyslexia Teachers** responsible for:

- Collecting and interpreting specialist assessment data to inform practice
- Planning and delivering 1:1 support and interventions to pupils with dyslexia and literacy problems
- Planning and delivering group support interventions to support pupils with dyslexia and literacy difficulties
- Keeping parents and carers informed about their child's progress
- Organising and attending regular Pupil Progress meetings, Parents' Evenings and Information Evenings
- Keeping administrative records of pupil progress, including updating the school database and SEND register
- Communicating with parents regularly via email, phone, meetings, Parents' Evenings, report writing and IEPs and keeping records of this communication
- Keeping up-to-date with changes in legislation and JCQ rules
- Assessing children from 3rd Year (Year 9) onwards using a variety of assessment tools in preparation for applying for Exam Access Arrangements for GCSE and GCE examinations
- Maintaining and developing resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and SEND policies
- Working closely with classroom teachers in Willow Lodge, Junior School and Senior School in all areas of SEND provision

2.3 **EAL Coordinator** responsible for:

- Constructing, maintaining and communicating the whole school EAL register, including EYFS, to all teaching and support staff
- Monitoring and reporting on relevant data and statistics in regard to children with EAL at the School including EYFS
- Informing parents and pupils of any EAL concerns the School may have and advising on the need for further support
- Identifying and facilitating staff training in EAL

- Observing pupils in class and carrying out assessments of English proficiency where necessary
- Planning and delivering support and interventions to pupils with EAL
- Keeping parents and carers informed about their child's progress
- Keeping administrative records of pupil progress, including updating the school database and EAL register
- Communicating with parents regularly via email, phone, meetings, report writing and IEPs and keeping records of this communication
- Maintaining and developing resources, co-ordinating their deployment and monitoring their effectiveness in meeting the objectives of school and EAL policies
- Working closely with classroom teachers in Willow Lodge, Junior School and Senior School in all areas of EAL provision
- Keeping abreast of current best practice in the field of EAL by attending external training courses, CPD and benchmarking with other schools
- Undertaking the process of applying for access arrangements for students who meet the criteria in internal and external examinations in accordance with JCQ regulations

2.4 School nurse responsible for:

- Nursing care of all pupils
- Administration of medication
- Writing and distributing Individual Health Plans (IHPs) for all students on the SEND register who have a diagnosed long term medical or mental health condition which means they are considered to be disabled within the meaning of the Equality Act
- Dealing with medical emergencies
- Managing and supporting pupils with long term health needs
- Liaising with parents, teachers, doctors, specialist nurses and external agencies in matters relating to pupil health
- Ensuring a large number of staff are first aid trained and are competent to administer emergency medication if needed
- Ensuring relevant staff are regularly updated on the management of diabetes and epilepsy

The King's School does not employ teaching assistants to work in classrooms alongside individuals on a 1:1 basis. It is the School's expectation that children with SEND can make good progress in the classroom without the need for 1:1 support from a Teaching Assistant.

The Learning Support team is very much part of the school and does not work in isolation at any point. The Learning Support team works closely with *classroom teachers, EYFS team, form tutors, the school nurse, school counsellor, examinations officer, leadership team and safeguarding lead.*

3. Admissions for children with special educational needs and disabilities

In compliance with the *Equality Act 2010*, the King's School will not discriminate on the grounds of disability. As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made. If the child applying for the place has a diagnosis of a special educational need or disability then the School can provide access arrangements, such as extra time, in the entrance test.

If a child has particularly significant needs, and/or an EHC Plan/Statement, then the Director of Learning Support will invite parents into school to discuss their child's needs in more detail. The School may also make contact with the child's current school or nursery to find out more about the provision needed. The aim of this process is to encourage an open discussion with parents and providers so that the School might determine whether or not the King's School has adequate resources to meet the needs of the child.

4. External reports and diagnosis

The School does not carry out full diagnostic assessments or pay for private ones. If undertaken, this is as a private arrangement which is organised and paid for by parents. Although members of the Learning Support team can conduct various screening assessments which can help identify learning needs, we will not and cannot diagnose specific learning difficulties. The School does, however, have good working relationships with a range of private dyslexia assessors, educational psychologists and speech and language therapists. If parents wish to get their child assessed privately they **MUST** contact the school first to check that the School is happy to accept a report from that particular practitioner. The School will accept private assessments provided that:

- a. Parents have informed the school that a private assessment is taking place;
- b. Details of the private assessor, including details of their appropriate qualifications have been passed to the school;
- c. The private assessor makes formal verbal or written contact with the Director of Learning Support to discuss the child and the school's perspective or their potential needs.

Please see further information with regard to private assessments in the School Exam Access Arrangements Policy.

5. Identifying children with special educational needs and disabilities

If at any stage in the child's time at The King's School a parent is concerned about their child having special educational needs a long-term mental health or physical health condition, then they are actively encouraged to speak directly to the Director of Learning Support or School nurse either by telephone or email to arrange an appointment.

The Wellbeing Team, which includes the Director of Learning Support, School nurse and the Deputy Head Pastoral/Head of the Junior School and Willow Lodge, meet regularly to discuss children who have been diagnosed with long term mental or physical health conditions. The purpose of the meeting is to establish whether the child's condition may impact on the way they access their education and hence whether reasonable adjustments need to be made. This team will also assess and make a judgement as to whether the child should be added to the SEND register in accordance with the definition of Disability as defined in the Equality Act.

To ensure that the School actively identifies children who may have a specific learning difficulty, the Learning Support department runs whole year group screening tests at various points throughout a child's career

(Junior 2, Removes, 3rd Year of the Senior School). The School uses a range of computerised screening tests, published by GL Assessment, which test a range of skills including spelling, reading, working memory, concentration, processing, comprehension and handwriting speed. Data from these tests is not automatically reported back to parents as the Director of Learning Support will internally consider the data carefully alongside input from teaching staff, grades, school reports and end of year exams and the child will be added to the 'School Watch Monitoring' register. After this period of monitoring if it is felt that there might be an underlying learning difficulty which needs investigation, then the Director of Learning Support will contact parents directly via phone or email.

The School trains all teaching and support staff on a range of specific learning difficulties and disabilities. Staff are actively encouraged to report concerns to the Learning Support team through an online referral system. These concerns are then followed up by the Learning Support team and the child may be added to the 'School Watch Monitoring' register so that teacher comments, grades and exam results can be tracked and considered at various points throughout the year.

6. Supporting children with special educational needs and disabilities

Children who have been diagnosed with a specific learning difficulty or disability are added to the School's Special Educational Needs and Disability (SEND) Register. The recommendations of the diagnostic or medical report will be considered in full and decisions will be made on the types of adjustments which will be needed to support the child in school, this will also include Exam Access Arrangements (see separate policy).

The School commits to considering all of the recommendations made by the external specialist and making adjustments for the child where possible. However it is important to note that these adjustments will be considered within the realms of what is considered both financially and practically reasonable for the school to do and input from the Headmaster and Bursar may be required. For any adjustment to be considered reasonable by the school, it must be appropriate and realistic in terms of cost and/or timeframe.

In consultation with the diagnostic information/medical report, parents and the pupil, an IEP (Individual Education Plan) or IHP (Individual Health Plan) will be created and distributed to all teachers and added to the school database system, iSAMS. The role of the IEP/IHP is to ensure that every teacher is fully aware of the child's needs and to provide guidance on how they can adjust their teaching methods to ensure that children with SEND can make good progress.

The type of support available to children with SEND is broken down into 3 'waves'. The day-to-day decision about the deployment of resources and level of support appropriate for the child will be made by the Director of Learning Support and where appropriate the School Nurse, in consultation with parents at the Needs Assessment meeting. Where the child's SEND may require more significant adjustments to the physical environment of the school and/or require more resources to be allocated, the decision will be made by the Headmaster. The school budget includes money for supporting children with SEND.

6.1 WAVE 1: Quality First Teaching

- In accordance with the *Children and Families Act 2014*, the school actively pursues the philosophy that every teacher is a teacher of SEND
- It is the expectation that all pupils are able to access the full curriculum and without the need for regular 1:1 TA support
- Most pupils on the SEND register will be adequately supported within the classroom setting by the class teacher making reasonable adjustments to teaching and learning in accordance with their IEP or IHP
- It is every class teacher's responsibility to be aware of the needs of children with SEND, the adjustments that are needed, and how to successfully implement these in order to achieve the desired outcomes
- Every child with a diagnosed special educational need or disability is added to the school's 'SEND register'. This is made available to all staff and is continually updated by the Learning Support and Wellbeing team. Every teacher is responsible and accountable for the progress and development of all pupils in their class

6.2 WAVE 2: Group support

Group support sessions can be offered to any child at the King's School regardless of whether they are diagnosed with SEND and listed on the School SEND register. The School recognises that some children may require additional support for a short term bloc of time to help with literacy, social skills or study skills. These group support sessions are run at various times throughout the week before and after school, at lunch and break times and as part of the timetable. The Learning Support team will liaise closely with classroom teachers from all areas of the school to make decisions on who would benefit from these group sessions and contact will be made with parents before the sessions start. Group support sessions are available in the following areas:

- Literacy/phonics – Key stage 1 and 2 only
- Literacy – iDL computer programme KS2
- Stride Ahead and Toe by Toe KS2
- Social communication skills including social stories
- Minecraft club for social skills development
- Learning skills – KS3 and 4
- Supervised study – KS3,4 and 5

6.3 WAVE 3: Specialist support lessons

1:1 or 1:2 support sessions with one of the specialist dyslexia teachers are offered to students with the most significant needs. For these lessons to take place a child is likely to be withdrawn from a particular subject, but this is only ever done after full consultation with parents and the child. The 1:1 and 1:2 lessons with the dyslexia teacher are chargeable to parents

7. Working with the Local Authority, EHC Plans and Statements

If a child has significant special educational need or a disability and has been awarded an EHC Plan or Statement of Educational Needs (Wales only), then the King's School will work closely with the Local Authority and hold annual reviews as required. Parents can apply for an EHC Plan or Statement by contacting their Local Authority directly and The King's School is happy to support the application with relevant information about the needs of the child seen an educational setting.

It is important to note that without an EHC Plan or Statement The King's School, as an independent provider of education, is not part of the LA 'local offer'. Consequently, The King's School is very unlikely to be able to access LA run specialist support services in school. If a child's needs are such that regular support from a specialist service is needed, then it is advised that parents speak directly to the LA to find out which maintained sector school has the most suitable provision or consider paying for these services privately.

8. Staff training on issues relating to SEND

The King's School is fully committed to training all staff in several areas of special educational needs and disability. Regular training sessions and workshops are run internally by the Learning Support team and School nurse at least once per academic year. The School also arranges for external trainers to come into school to provide specialist information on a range of specific learning difficulties. This has included sessions on dyslexia, working memory, social stories, autism spectrum disorder, ADHD/ADD, brain injury, visual impairment, epilepsy, diabetes and speech impairment. All new staff receive training and information from the Learning Support Team as part of the Induction process.

Members of the Learning Support team and the School nurse keep up-to-date with current best practice in the field of SEND by attending regular external training sessions run by recognised professional bodies.

9. How is The King's School accessible to children with SEND?

The school has an Accessibility Plan that is updated every three years and reviewed annually by the Senior Leadership Team and Director of Learning Support.

10. Transition

When a child is moving to King's from another school, the Director of Learning Support or School Nurse will liaise directly with the SENDCO and class teacher or nursery provider at the child's current setting to find out more about the current provision. If the child is starting in the Sixth Form, a copy of the 'JCQ Form 8' will be required for the purpose of applying for access arrangements. For children with special educational needs moving through the school, having a 'whole school' approach to SEND provision helps ease the transition process. The Learning Support team works closely with parents, the child and class teachers to make sure the transition is a smooth process. If a child with SEND moves from King's to a new school, the Director of Learning Support or School Nurse will ensure that the full details of the SEND provision is forwarded to the new setting in the best interests of the child.

11. English as an Additional Language (EAL)

11.1 Overview

The School recognises a child with EAL (English as an Additional Language) to be when the main language spoken at home is something other than English. The School conducts its learning in English and therefore there is an expectation that pupils will be able to communicate effectively in the language in order to thrive. The School recognises that being a speaker of more than one language is no disadvantage to educational achievement. Indeed, multilingualism is associated with success. The School will provide learning opportunities to enable all pupils to make good progress and will strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

This policy sets out key aims, plus strategies of identification and support to meet the needs, and celebrate the skills, of pupils with EAL. The EAL Policy is a whole school policy and therefore relevant and applicable to pupils from Early Years Foundation Stage (EYFS) to Upper Sixth (Year 13). Responsibility for this policy falls to the Director of Learning Support; the day-to-day operation of the policy is the responsibility of the EAL Co-ordinator.

11.2 Admissions for children with EAL

As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made. To be offered a place at the School, pupils must qualify through the appropriate examination in the usual way. If English is an additional language, the relevant box should be ticked on the application form so that the EAL Co-ordinator is alerted to these needs and can, if relevant, facilitate access arrangements for the entrance examination.

If the child applying for the place does not have English as their first language then the School can provide access arrangements including the use of a dictionary and 10% extra time.

If a child's level of written and spoken English is not fluent then the EAL Co-ordinator may invite parents into school to discuss their child's needs in more detail. Following this discussion, the School may offer a place conditionally dependent on the child receiving more English language support. The aim of this process is to encourage an open discussion with parents and providers so that we might determine whether or not the King's School has adequate resources to meet the needs of the child.

11.3 Identifying pupils with EAL

The admissions team will flag any pupils with EAL on applying to and/or joining the school. Results from the School's entry assessments will be considered by the EAL Co-ordinator and used to highlight any areas where support may be required. Personal information provided by parents will also build a bigger picture of English language needs. For EAL pupils identified as likely to require further support, an initial English proficiency level will be obtained.

If teachers are concerned that the child with EAL is not making adequate progress, then a direct referral can be made to the EAL Coordinator. Following notification, an observation in class may be set up, work samples collected and an initial assessment will be carried out by the EAL Co-ordinator.

11.4 Supporting pupils with EAL

Once identified with EAL, pupils will be added to the whole school EAL register. Teachers will be directed to Quality First Teaching methods on vocabulary development to assist in class and this information will be shared in an IEP (Individual Education Plan). Further support may be offered in small groups or on a 1:1 basis and this will depend on the level of need. If considered appropriate, 1:1 lessons may be offered.

These sessions will offer linguistic support in developing written fluency, idiomatic expression and in the understanding of subject specific vocabulary. For these lessons to take place a child is likely to be withdrawn from a particular subject, but this is only ever done after full consultation with parents and the child. The 1:1 lessons with the EAL Co-ordinator are chargeable to parents.

The use of a bi-lingual dictionary may be considered for exams, depending on the level of need.

11.5 Monitoring Progress of children with EAL

For pupils working 1:1 with the EAL Co-ordinator, the English proficiency level assessment will be used periodically to evaluate progress. Termly updates will be received from teachers regarding general effectiveness of strategies and support given. Results in English test papers will be analysed to see impact of interventions.

11.6 Whole School Celebration and staff training

Tutors and class teachers will be encouraged to be aware of different nationalities within their groups and to promote the sharing of diverse cultural knowledge whenever possible. The EAL Co-ordinator will raise whole school awareness of EAL in order to develop appreciation of school cultural and linguistic diversity and staff will be offered training.