



3b - Pupils with SEND and EAL Policy

Special Educational Needs and Disability (SEND) Policy covering all pupils with Special Educational Needs and/or Disabilities, including pupils with Education and Health Care Plans. This policy also includes those for whom English is an Additional Language (EAL). This policy applies to all pupils at St Augustine's Priory, including EYFS.

This policy makes reference to the SEND Code of Practice 0-25 years 2015 and to Schedule 10 of the Equality Act 2010 and the Education (Independent School Standards) Regulations 2019 (as amended) and the Department for Education's *Guidance for independent schools* (April 2019).

Mission Statement

Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

Aims

SEND

- To promote the successful inclusion of pupils with Special Educational Needs and Disabilities at St Augustine's Priory; To provide all pupils with the best possible opportunity to succeed academically whatever their needs or abilities;
- To ensure that the School meets the requirements of the Independent Schools Regulations in matters relating to Special Educational Needs and Disabilities and pupils with Education and Health Care Plans.
- To work closely with parents in a constructive partnership to enable the best possible support and outcomes
- To work closely with parents to monitor whether the school is the right educational establishment for pupils to flourish and reach their potential. We will explore alternative provision with parents in a timely manner where this is in the best interests of the child.

EAL

- To provide all pupils with the best possible opportunity to succeed academically whatever their social, ethnic or cultural background;



- To ensure that the School meets the requirements of the Independent Schools Regulations 2014 (as amended) and the Department for Education's *Guidance for independent schools* (April 2019) in matters relating to those pupils for whom English is an additional language;
- To ensure pupils use English confidently and competently and as a means to learning across the curriculum by making appropriate provision of teaching and resources for pupils for whom English is an additional language.

This policy applies to all pupils in the school including those in the EYFS.

Equality Statement

At St Augustine's Priory we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life. To that end we embrace the RADIO toolkit to equip all members of our community with the skills to participate in building a respectful culture.

Responsibilities

The Governors will:

- Ensure that this policy is compliant with the Independent School Standards Regulations. The School has a named governor with special responsibility for Special Educational Needs and Disabilities.

The Headteacher will:

- Work closely with the SENDCO, advise as requested, and ensure the inclusion of the SENDCO at key meetings or decision-making moments;
- Be responsible for reporting to the Governing Body on the operation of all matters relating to pupils with Special Educational Needs and Disabilities;
- Ensure that school policy and practice in all areas takes account of pupils' individual needs.
- Ensure that staff are provided with appropriate training to ensure they are able to meet the needs of SEND pupils
- Be responsible for reporting to the Governing Body on the operation of all matters relating to pupils with EAL.

The SENDCO will:

- Be responsible for overseeing the implementation of the provisions of this policy in the School;
- Keep up-to-date with current practice and legislation;



- Be responsible for all record-keeping with regard to the provisions of this policy and for the dissemination of relevant information to staff in the School;
- Liaise appropriately with parents in the Seniors, Juniors and outside agencies;
- Ensure that where a pupil moves to another School records are forwarded appropriately;
- Ensure that where a pupil joins the School from another School that liaison is effective with the former School to ensure best possible provision for the pupil;
- Receive reports from teachers throughout the School in all matters relating to SEND or EAL provision.
- Provide as requested numbers of pupils with special educational needs and disabilities and those with EAL for the completion of various censuses and returns.
- Ensure that EHC plans are reviewed annually and that the required curriculum is set out in the EHC plan and co-operate with the LA in the review process.
- Be part of promoting best practice across the schools in Inclusion, Diversity and Equity

The Head of Preps and Pre Preps will

- Assist the SENDCO in overseeing the implementation of the provisions of this policy in Prep I and the Nursery.

All Teaching Staff will:

- Comply with the terms of this policy;
- Work actively to ensure the policy meets the needs of their students;
- Report any concerns with regard to pupils with SEND or EAL to the SENDCO (Seniors and Preps), and the Deputy Head Juniors for EYFS.
- Take part in regular training in best practice and emerging research

Parents

The school believes that best outcomes are achieved when parents work closely with the School and keep the School updated with emerging concerns.

To this end, the School will ask parents to keep the School informed of any known or emerging concerns

Children

In line with our mission of empowering all pupils with a love of learning, pupils with SEND and/or EAL are encouraged to understand their own learning needs and work with the SENDCO and other staff to find age-appropriate ways of working that are personal and effective

Procedures

Special Educational Needs and Disabilities

RADIO - R – Respect A - Active listening D - Dialogue not debate I - Where am I in this? O - Oops/Ouch



Definitions

Children have special educational needs if they have a **learning difficulty or disability** which calls for **additional educational provision** to be made for them.

Children have a **learning difficulty or disability** if they:

- (a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
- (b) have a disability which **prevents or hinders them from making use of educational facilities** of a kind generally provided for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school also recognises that the phrase “pupils with special educational needs” does not only refer to pupils who have an EHC plan.



Additional educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in the School.

A **disability** is defined as a *physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. CoP 2015.*

It is important to remember that not all impairments are readily identifiable. While some impairment, particularly visible ones, are easy to identify, there are many which are not so immediately obvious, these include 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 special educational needs, but there is a significant overlap between disabled children and young people and those with special educational needs.

Identification and assessment of pupils with learning difficulties

Pupils who may have learning difficulties may be assessed at the request of:

- the pupil
- the pupil's parents
- a subject teacher
- the Form teacher or Head of Year
- the Head teacher
- any other interested party

A cause for concern sheet is passed to the SENDCO if there is concern over a pupil's progress.

Pupils may be assessed on the basis of information received from the following

- Previous School records.
- Teacher monitoring, such as formative assessment and end of year examination results
- Standardised tests such as Cognitive Ability Tests (CAT scores), Progress tests in Maths or Access Reading Test results etc.

Within School an assessment is made in the following way:

- Initial dyslexia and dyscalculia screening may be carried out by the school. This is free of charge. (GL Assessment)
- Further testing may be recommended if felt appropriate. The cost for this is charged to the parent and is carried out by the school's approved Educational Psychologist or Specialist Teacher.



- Pupils under 5 have access to the LA's EYFS Special Educational Needs department.

The school has an Educational Psychologist who can carry out full cognitive ability assessments. The fee for this is an additional charge.

- For students with possible ASD/ADHD/Dyspraxia or other conditions a referral to CAMHS, OT etc. may be required. The school can advise parents, write supporting letters, and complete relevant paperwork.
- The School may also advise a referral to a Speech and Language Therapy service if there may be concerns about a Pupil's language development.

The School will always provide clear and accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.

The School is committed to the early identification of special educational needs. If a pupil is assessed as having a specific learning difficulty the recommended support mechanisms will be introduced and monitored; parents are involved in all stages of the process.

Where parents have concerns, the School welcomes a discussion at the earliest opportunity so we can use our expertise to signpost parents appropriately if they wish to pursue a diagnostic assessment.

Pupils who have a physical disability but who are not considered to have a special educational need because they do not "have a disability which prevents or hinders them from making use of educational facilities" are recorded on the Special Needs Register but are highlighted separately.

Reasonable adjustments

Reasonable adjustments for SEND students are key to ensuring these students are able to flourish. Agreed reasonable adjustments are made available to all members of the teaching staff through school systems, for example Provision Map software. In addition, the SENDCO frequently sends out email updates and meets with teachers in September to ensure they are aware of each pupil's needs.

The school makes all reasonable adjustments for access arrangements for public examinations as set out in the Joint Council for Qualifications (JCQ) regulations, and maintains records of evidence as required by the JCQ.



Provision/action that is additional to or different from that available to all pupils

Pupils with identified SEND will have a passport and or target sheet/plan drawn up which will inform teachers of the particular needs of the pupil, what targets they are working towards and what support they are receiving. The targets will be written in consultation with pupils, teachers, parents and carers. It may involve consultation and advice from external agencies.

The plan targets will be reviewed once a term. Parents and carers will be invited to participate in the target-setting and review process by means of a specific review meeting. Other meetings or telephone conversations may be arranged at times that are convenient for all parties.

Reviews may include the SENDCO, the Learning Support Teacher, the form teacher, the subject teachers and other members of staff.

When a pupil has complex and long-term SEND a request for Statutory Assessment will be made using Ealing's Request for Statutory Assessment Platform in accordance with the Local Authority's Guidelines for Statutory Assessment. Statutory Assessment is restricted to a **very small minority of children and young people who can be described as those experiencing severe, complex, profound and long-term educational difficulties**. Statutory Assessment may, or may not, result in the issuing of an Education and Health Care Plan.

When a pupil has an EHCP the SENDCO will circulate details to staff. In addition to the review of plans, EHCPs will be reviewed annually in accordance with the SEND Code of Practice and a report provided to the LA. If a pupil makes sufficient progress an EHCP may be discontinued by the LA.

Strategies and resources for pupils with special educational needs and disabilities

In order to ensure access to the curriculum for all pupils within the School, a variety of strategies may be implemented and resources used, including:

- Inclusion, adaptation and scaffolding woven into schemes of work
- Computer reader software
- Reasonable adjustments to the school's process of sanctioning on a case-by-case basis.
- Physical access to all areas of School to take account of pupils with disabilities
- Additional support on School trips if appropriate
- Specialist teaching. This is on a 1:1 basis by withdrawal from classes (avoiding the core subjects whenever possible) or out of hours (such as lunchtime, before or after School).
- Targeted teaching assistant
- SEND interventions including PAT, OT, SaLT, Lego Therapy sessions etc.



The SENDCO will work closely with all teachers to ensure all teaching staff are aware of those pupils whom they teach who are on the SEND register and that they keep abreast of any new information about these pupils' learning needs. Teachers take into consideration the different needs and vulnerabilities of pupils with SEND when planning and delivering lessons, and particularly in RSE. The SENDCO will keep the Special Educational Needs Register updated on a regular basis and ensure that staff know where to find all the necessary information. This can be viewed on Provision Map. Updated Passports, Plans/targets for individual pupils can also be accessed by staff here.

The SENDCO will ensure that School examinations and tests take account of pupils' learning difficulties or disabilities whenever possible.

English as an Additional Language

Definitions

EAL students speak English as an additional language, using another language as their first language at home. Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Identification of pupils with English as an Additional Language

Many pupils in the School are bilingual but do not have difficulties arising from their linguistic backgrounds. A small number of girls, especially those arriving in the UK with little or no experience of spoken English, may need additional support. EAL is usually identified during the admission process. If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the SENDCO and discuss appropriate strategies. An assessment may be made by the School's specialist EAL teacher and recommendations for extra English support lessons may be advised to parents. All relevant staff will be informed. Current fees are published on the website.

Specialist Support

Individual additional support lessons may be offered if necessary by the School's specialist teachers. This is on a 1:1 basis by withdrawal from classes (avoiding the core subjects whenever possible) or out of hours (such as lunchtime, before or after school). An individualised program is prepared by the specialist teacher for each student receiving support lessons. The progress of pupils whom English is an additional language is tracked by teachers to ensure suitable progress is being made. A differentiated curriculum may be recommended if more English support is required. Pupils with limited English are issued with a tablet with the google translate app installed in order to use the camera to translate text and the voice software to communicate with staff or students. EAL teachers are encouraged to communicate with Parents and Carers regularly.



Register of pupils with EAL

The SENDCO will maintain the register of pupils identified as EAL. This will be made available to staff.

Examination Arrangements for pupils with special educational needs and disabilities and English as an additional language.

The SENDCO will liaise with the School's Examinations Officer in respect of pupils who qualify for access arrangements. The SENDCO will make the necessary arrangements in accordance with the criteria set out by the Joint Council for Qualifications and individual exam boards.

Monitoring

The Governing Body will monitor the operation of and ultimately be responsible for the implementation of this policy and for the arrangements for its review.

The Headteacher will monitor the operation of the policy and its implementation through liaison with the SENDCO, Deputy Head Academic and the Head of Preps and Pre-preps. The Faculty Leaders and Head of Preps and Pre-Preps will monitor SEND provision and EAL provision through routine line management of members of staff.

The SENDCO will monitor the operation of the policy and its implementation in the classroom through the procedures outlined above.

- **Related Policies and Documents**
- 2a Curriculum Policy
- 7a Safeguarding Policy
- 15a Admissions Policy
- 17a Equal Opportunities Policy
- 17b Accessibility Plan Policy
- 33a Handling of Complaints Policy
- 9a Promoting Good Behaviour Policy
- Mental Health Policy
- ACA1 Learning and Teaching Policy
- ACA6 Lesson Observation Policy
- 2F Relationship and Sex Education Policy
- Schemes of Work