

# SEN AND EAL POLICY

## Introduction

Christ Church Cathedral School aims to provide a broad and balanced curriculum for all its pupils. Our Schemes of Work are the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through differentiated activities.

This policy acknowledges the duty 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled pupil which would be caused by:

- A provision, criterion or practice applied by or on behalf of the School or
- The absence of an auxiliary aid or service

*'Substantial' means anything more than minor or trivial; the 'substantial disadvantage' must be in comparison with non-disabled pupils.*

This policy is applicable to all pupils, including those in the EYFS.

## Definition of Disability

The Act says that a pupil has a disability and the duty of making reasonable adjustments applies:

*If he or she has a physical or mental impairment which has a long term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.*

## Aims and Objectives

The aims of this policy, which fall within our Equal Opportunities Policy, are:

- to create an environment that meets the particular educational needs of each child;
- to ensure that the particular educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's particular educational needs;
- to enable all children to have the fullest possible access to all elements of the school curriculum.

## Educational Inclusion

Through appropriate curricular provision, we respect the fact that our children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

## **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning;
- exposure to INSET (both whole staff and, where appropriate, individual) relating to SEND.

## **Special Educational Needs**

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

We understand that children may have such special educational needs either throughout, or at any time during, their school career. In our school the SENCO (Alyson Dunbar Morris):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the School's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages school-based assessment and completes such documentation as may from time to time be required by outside agencies
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies such as P/CAMHS and Educational Psychologists, Occupational Therapy.
- monitors and evaluates the special educational needs' provision and reports to the Headmaster
- manages a range of resources, human and material, linked to children with special educational needs.
- arranges annual reviews of the Educational Healthcare Plan (EHC), with the involvement of the Local Authority where relevant.

The Headmaster and Governing Committee have determined that children with special educational needs will be admitted to the school in line with the school's agreed Admissions' Policy, which takes into careful account the needs and aspirations of such children and measures them against our school's resources, with the agreement of the Local Authority if appropriate (in the case of a child with an EHC).

## **Assessment**

Early identification is vital and when parents seek a place at our school they are asked to indicate on the admissions' form any information relevant to their child's special educational needs. On a taster day they also sit a test in maths and English. Once children have joined us it is the responsibility of the subject teacher to inform the SENCO at the earliest opportunity of educational concerns and enlist her active help and participation. Parents will be involved at this stage.

- The class/subject teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.
- The SENDCo works closely with teachers and parents to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class/subject teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school uses a two stage model to respond to children's special educational needs:

- The class/subject teacher raises concerns with the SENDCo and parents are consulted. A preliminary assessment may then be made to help develop appropriate strategies and these may be incorporated into an interim Action Plan for the child. The teacher will address a child's needs and inform relevant individuals, including parents, child, the Form Tutor and other members of staff. The progress of each child is reviewed termly with the SENDCo in both Extended Staff Meetings including all staff and in individual consultation with the SENDCo.
- If there is a further assessment by an Educational Psychologist, an Action Plan may be created where appropriate and, given parental support, specialist teaching help will be given, in addition to mainstream classroom differentiation, by teaching assistants advised by the SENDCo. Withdrawal singly or in small groups may also be appropriate.

## **Access to the Curriculum**

All children who have joined our school have an entitlement to be able to access its broad and balanced curriculum, where necessary through differentiated work, and to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Action plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and SMART targets, we ensure that children experience success. As far as is practicable, the views of children are respected, and are ascertained by means of observation, informal conversation and listening. Children on our Special Needs' Register may have an Action Plan where appropriate. Targets are reviewed termly, or with greater frequency, depending on the needs of the child.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Often we do not withdraw children from the classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Partnership with Parents**

The Parent Handbook contains details of our arrangements for special educational needs, and all our policies are routinely available to parents at school. The SENCO is in regular close contact with parents and takes a particular interest in special needs. Any complaints are dealt with through the School's Complaints Procedure.

From the first contact with the SENDCo, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages, assuring them of our commitment to preserve confidentiality and encouraging them to make an active contribution to their child's education.

We have meetings with parents to discuss the progress of children with special needs when necessary and involve parents in any decisions to be made about outside intervention, providing clear information relating to the children's education

### **Monitoring and Evaluation**

The SENDCo monitors the movement of children within the SEN system in School, this area and providing SMT with regular summaries of the impact of the policy on the practice of the School.

The SENDCo is involved in supporting teachers involved in drawing up an Action Plan for children where appropriate and holds regular meetings with the named governor with an interest in special needs.

The SMT reviews this policy annually in conjunction with the SENDCo and considers any amendments in light of the annual review findings.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

There are some children for whom English is not their native or most frequently spoken language at home. Our policy at Christ Church Cathedral School is to encourage and teach the correct use of English at all times which is clearly in the best interests of a boy. It is our aim that their entitlement to a full, broad and balanced programme and opportunities should not be constrained by their language ability.

We do accept children who either do not speak English on arrival or have only a rudimentary grasp, but on the understanding that:

- We will provide additional one-to-one teaching support (as a chargeable item) within the School timetable.
- The children will speak English at School and not their first language, both in teaching and social situations.
- Subject staff provide additional support as necessary for their particular subject e.g. explaining subject-specific language carefully, repeatedly using high frequency words in early stages, ensuring that these pupils understand the task set, and regularly checking in lessons their level of understanding, giving them word banks to support their learning, or writing frames, etc, in order that language limitations do not prevent progress.
- Children may be tutored separately outside school in English, (we will happily suggest appropriate teachers).
- At home there will be as much speaking in English as possible, particularly in the early stages of language development, and a willingness to reinforce work done at School. We will provide suggestions and opportunities for such development of English as necessary.
- On some occasions, pupils may be withdrawn from non – core subjects in order to concentrate on English.

Reviewed by JRM 18/8/19 and SMT 11/11/19