

ADDITIONAL LEARNING INCLUDING SEN AND EAL

Introduction

This policy has been updated in light of the government's (Department for Education and Department for Health) Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014, which came into force on September 1st 2014. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and relates to children and young people with SEN and disabled children and young people. A young person in this context is over compulsory school age and under 25, which, in relation to Channing School, would include Sixth Form pupils. The Code of Practice provides statutory guidance for a number of organisations, predominantly local authorities, maintained schools, academies and free schools, but includes independent schools in some aspects.

Changes from the SEN Code of Practice 2001 (summarised from the Code)

The main features of the new guidance are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a strong focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It provides guidance to local authorities on publishing a Local Offer of support for children and young people with SEN or disabilities.
- Education and training settings should take a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements.

Transitional arrangements for those pupils with statements will be in place to support the changeover from the current to the new system and the legal test of when a child or young person requires an EHC remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan.

Definition of Special Educational Needs (SEN)

A child of compulsory school age or a young person has a learning difficulty 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 (as opposed to special) schools or mainstream post-16 institutions

Disabled children and young people

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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: “long-term” is defined as a “year or more” and “substantial” is defined as “more than minor or trivial”. 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 disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Legal obligations on all schools towards disabled children and young people

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to

what disabled children and young people might require and what adjustments might be needed to be made to prevent disadvantage.

Identifying SEN in Schools (including EYFS provision)

All schools should have a clear approach to identifying and responding to SEN since the benefits of early identification are widely recognised. Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Schools should also consider evidence that a pupil may have a disability under the Equality Act 2010, and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers supported by the senior leadership team, should make regular assessments of progress for all pupils. Schools should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which is: i) is significantly slower than that of their peers starting from the same baseline, ii) fails to match or better the child's previous rate of progress, iii) fails to close the attainment gap between the child and their peers, iv) widens the attainment gap.

Professionals should be alert to other events that can lead to learning or mental health difficulties, such as bullying or bereavement. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability. Some learning difficulties or disabilities occur across the range of cognitive ability and left unaddressed may lead to disaffection, emotional, or behavioural difficulties.

Identifying SEN in children whose first language is not English requires care. Difficulties related solely to EAL are not SEN.

Four Broad Areas of Need

The new SEN Code of Practice has identified four broad areas of need that should be planned for within the single category of SEN, although schools should bear in mind that the purpose of identification is to work out what action the school needs to take, not fit a pupil into a rigid area of need. The four areas are as follows:

Communication and interaction

This would include pupils with speech, language and communication needs

(SCLN) and those with ASD (Autism and Asperger's Syndrome).

Cognition and learning

This would include pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and of relevance to Channing School, specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These may include pupils who become withdrawn and isolated as well as displaying challenging behaviour. This can be a reflection of mental health difficulties such as anxiety or depression, self-harming, substance abuse or eating disorders.

Sensory and/or physical needs

This would include vision impairment (VI), hearing impairment (HI) and multi-sensory impairment (MSI).

The Identification of Special Educational Needs at Channing School (including the EYFS provision)

The aim at Channing School is to allow all girls to fulfil their potential in a supportive, yet purposeful environment. Girls are encouraged to consult their teachers about any difficulties they encounter, and within the constraints of what is reasonable and practical, Channing promotes flexibility in supporting individual girls who are experiencing difficulties. We acknowledge diversity in our pupil body: those who are exceptionally able, those who have specific learning difficulties, those who have short or long term physical difficulties and those for whom English is an additional language. Please refer to our More Able Pupils Policy for specific details on how our most able pupils are supported.

In line with the SEN Code of Practice 2014, Channing School promotes the early identification and support of pupils with EAL, dyslexia and/or other specific learning difficulties.

All teaching and non-teaching staff are aware of the need for the early identification of specific learning difficulties and are responsible for informing the Headmistress or the Head of Fairseat (the Junior School). Mrs Caroline Dodsworth is the Special Educational Needs Co-ordinator (SENCO) in the Senior School and Mrs Clare Constant is the Additional Learning Support Co-ordinator at Fairseat (the Junior School).

Prior to selection for Channing, parents will be requested to disclose any known SEN/disability that their daughter has, or if she has English as an additional language. For special arrangements in the selection for admission process for girls with SEN/disability, a report from an educational psychologist or doctor will be required.

Girls with SEN/disability will be identified in the following ways:

- Advice from a previous educational setting or her parents
- Use of screening or assessment tests, either by an external educational psychologist or within Channing School
- Informal teacher assessments in the EYFS and Junior School
- Referral by members of Channing staff

Identification and Support of SEN at the Junior School

If the Junior School is satisfied that a pupil has SEN/disability or it is known that they have EAL, a range of strategies and school resources will be employed to support that pupil. An IEP is produced for the pupil concerned and the ALS Co-ordinator advises the class teacher on the limitations imposed by the type of SEN and suggests teaching strategies to minimise their impact, or in the case of EAL, strategies to support that particular EAL pupil. Classroom teachers provide high quality, differentiated teaching tailored to suit an individual girl's different learning needs and style. Each teacher will have his/own techniques for ensuring that effective learning takes place.

The ALS Co-ordinator will discuss progress in relation to the targets/strategies outlined in the IEP and review the pupil's progress regularly.

In the EYFS, the following information is made available for parents:

- The routine of the school day
- The range of experiences and types of activities available at Fairseat
- The food and drink provided for the children
- Information about the EYFS and curriculum
- How to support learning at home
- How Channing supports children with SEN or disabilities

Screening and Assessment for Specific Learning Difficulties in the Junior School

Pupils at the Junior School are tested annually using NFER tests. Additionally, CATs tests are completed by girls in Year 4 and Year 5. A dyslexia screener is undertaken in Year 3. Children in the EYFS are continually assessed using the Early Years Framework.

Support Lessons in the Junior School

At the Junior School support groups as well as one to one tuition when appropriate is planned, and effective use is made of the teaching assistants. In addition, support groups are offered usually during assembly or form time.

Identification and Support of Dyslexia/SpLD at the Senior School

Channing School allows candidates with a confirmed diagnosis of a specific learning difficulty (as evidenced by an educational psychologist's/specialist teacher assessor's report in which extra time is recommended), extra time in the Senior School Entrance Examination. This is to avoid discrimination against such candidates, who, in other respects, can demonstrate the potential to succeed in an academically selective school.

Girls entering the Senior School in Year 7 (as well as new entrants in other year groups) are screened for dyslexia and those who are found to be "at risk", are monitored closely by their subject teachers and Head of Year. Parents should be aware that a screening test is not a formal diagnosis; their child, may, or may not have, a difficulty. In addition, girls in Year 9 are screened for access arrangements using the Lucid EXACT computer-based assessment test. Year 12 girls are also tested using the Alis Test.

If, concerns about a pupil are subsequently raised by subject staff, (as a result of the screening or not), these will be investigated by the SENCO via an initial meeting with the pupil concerned. The SENCO (who is a specialist teacher/assessor) may then wish to undertake some diagnostic testing with the pupil and parental permission will be sought via telephone before this commences.

If, as a result of the diagnostic tests, the SENCO believes that an SpLD is present, the SENCO may recommend that it is investigated in more detail by a certified, Educational Psychologist. The SENCO can provide parents with the names of recommended educational psychologists.

If there is sufficient evidence of an SpLD, with parental permission via telephone, an Individual Education Plan (IEP) for the pupil concerned will be prepared. This will outline the difficulty and provide guidance on classroom teaching/support strategies in line with recommended inclusive teaching,

documented in the SEN Code of Practice. The content of the IEP will be discussed and agreed with both the pupil and parent before it is distributed to subject teachers.

One to One Support

Channing School seeks to provide high quality, differentiated teaching within the classroom in support of any pupil identified with SpLD. There are also lunchtime “drop-in” sessions run by subject specialists and both peer and teacher mentors are available to help pupils develop their organisational skills. If, a pupil is encountering severe difficulties, with the structuring and production of written work, one to one support may be provided by the Senior School Librarian (who is also a qualified teacher) at lunchtime or in free study periods. The school librarian occasionally provides EAL support to a small number of pupils. If parents wish, the SENCO may also refer pupils to external dyslexia-trained tutors for additional one to one support.

Tracking Pupil Progress following the Implementation of an IEP

IEPs are reviewed annually in conjunction with both the parents and pupil. Subject teachers monitor pupils’ progress and feedback is provided to the SENCO on a regular basis via staff meetings.

Access Arrangements in Internal and Public Examinations

Pupils who have been identified by Channing Senior School as having an SpLD, and have an IEP in place, may be eligible for JCQ examination access arrangements. Pupils who may be eligible for access arrangements in their GCSEs will be assessed by the SENCO at the end of Year 9/beginning of Year 10. Those who may be eligible for access arrangements at AS/A2 will be assessed at the end of year 11/beginning of Year 12. Except in very exceptional circumstances, access arrangements will only be considered for girls assessed within the timeframes described above.

Access arrangements typically awarded to Channing School pupils are as follows:

25% Extra Time

Extra time is requested for a small number of Channing pupils via Access Arrangements on-line, who, following assessment, have at least one diagnostic score relating to speed of working below standard score 85. All candidates, regardless of their speed of processing scores assessed by the SENCO, in addition, must supply the school with a report from a qualified educational psychologist by the beginning of the examination course detailing the nature of

the SEN/disability.

Following a successful application, extra time becomes a pupil's normal way of working and will be offered in the internal examinations from then on, and in class tests where possible. This gives an opportunity for a pupil to practice using their extra time and to see which subjects it is needed in, prior to the mock examinations. Where subject specific extra time arrangements are decided before the mock examinations, these will remain in place for the exams proper.

Supervised Rest Breaks

Supervised rest breaks are provided to examination candidates where there is professional/specialist evidence of medical and/or psychological conditions and Channing School is satisfied that there is a genuine need for the arrangement. Supervised rest breaks, will in the vast majority of cases, be the pupil's normal way of working within Channing School prior to the mock examinations.

Use of a Word Processor

Pupils are permitted to use a Channing School spelling and grammar check facility/predictive text disabled word processor in their exams, only if this is their normal way of working at Channing School. Pupils will be allowed to use word processors in class for note taking, in class tests and internal exams from Year 9 onwards provided the School believes it is appropriate to their needs. Medical conditions, an SpLD that has a substantial and long-term effect on a pupil's ability to write legibly, poor handwriting or planning and organisational problems when writing by hand are examples. The pupil will also be expected to demonstrate proficiency in touch-typing.

Parental Involvement

Parents usually know their child best and Channing welcomes the involvement of parents, incorporates their views when assessing, reporting on, and reviewing a pupil.

Medical/Psychological Support

Channing employs two school nurses who are available to advise girls with physical difficulties and to treat girls with other health problems. We also have a highly qualified school counsellor in the Senior School to support girls with emotional or psychological difficulties.

Involving Specialists

In order to provide appropriate support to a pupil, it may be necessary for the school to request the services of external specialists such as, but not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

Record Keeping

Lists of girls who have been identified as having SEN/disability or girls with EAL are maintained and regularly updated and made available to all teaching staff. Copies of IEPs are also available via the school's computer databases and hardcopies are distributed to the relevant staff in the Senior School. At Fairseat (the Junior School), copies of IEPs are also available through the school's computer network and classes have individual packs in their classrooms to identify support and extension groups.

Roles and Responsibilities

The Headmistress and the Head of the Junior School are responsible for formulating the learning support practices and procedures carried out at the school.

The SENCO/ALS Co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for girls with SEN
- Advising on a graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Being a key point of contact with relevant third parties, for example educational psychologists, health and social care professionals and in the case of pupils with an EHC plan (formerly a Statement of Special Educational Needs), the designated local authority
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of pupils with SEN/EAL up to date

- Monitoring and evaluating the effectiveness of the school's provision for SEN/EAL and reporting to the Headmistress/Head of Junior School

Monitoring and Review

The Director of Studies and Head of Junior School monitor this policy regularly. It is reviewed annually. This policy should be read in conjunction with the Child Protection and Safeguarding Policy.
(September 2017)

Glossary of Terms:

ALS	Additional Learning Support
Dyspraxia	A common developmental co-ordination disorder affecting fine and/or gross motor co-ordination
Dyslexia	A language based neurological disorder resulting in difficulties with word decoding and spelling
EAL	English as an Additional Language
EHC	Educational and Health Care Plan
IEP	Individual Education Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific learning difficulty; for example, dyslexia, dyspraxia, slow processing
Standard Score	Standard scores compare one student's performance on a test to the performance of other students her age. Standard scores estimate whether a student's scores are above average, average or below average compared to peers. They also enable comparison of a student's scores on different types of test. The mean (average) score is always 100.