



# **CHANNING SCHOOL'S SEN AND EQUAL OPPORTUNITIES POLICY**

**This policy applies to the EYFS**

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**Signed by:** Board of Governors

# **SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES POLICY**

*This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy*

## **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 1 September 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, as well as children in the EYFS in Reception. 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 change over from the current to the new system and the legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996.

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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/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.

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Form teachers and subject specialists supported by the Senior Management Team in the Junior School/ Form Tutors and subject teachers supported by the Senior Leadership Team in the Senior School should make regular assessments of progress for all pupils. They 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 a 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. See separate EAL Policy.

#### **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 ASC (Autism Spectrum Condition).

##### Cognition and learning

This would include pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and of particular 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.

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### 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)**

In line with the SEN Code of Practice 2014, as a School we promote the early identification and support of all pupils. The aim 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, we promote flexibility in supporting individual girls who are experiencing difficulties. We acknowledge diversity in our pupil/student 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 (EAL). Please refer to our EAL and More Able Pupils Policies for specific details on how these pupils are supported.

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 the Junior School. Mrs Marisa Gardiner is the Special Educational Needs Co-ordinator (SENCO) across both the Junior and Senior School. There are two Learning Support Specialist Teachers, one based in the Junior School and the other in the Senior School.

Prior to selection to the School, parents will be requested to disclose any known SEN/disability that their daughter has, or if her first language is not English. For special arrangements in the selection for admission process for girls with SEN/disability, a report from an educational psychologist or doctor is required.

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

- Advice from a previous educational setting and/or her parents
- Use of screening or assessment tests, either by an external educational psychologist or within Channing School
- Informal teacher assessments in the Junior School including in the EYFS
- 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. A Learning Passport is produced for the pupil concerned and the Learning Support Specialist Teacher in

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liaison with the SENCO advises the Form 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. Form and specialist 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 Learning Support Specialist Teacher in liaison with the SENCO will discuss progress in relation to the targets/strategies outlined in the Learning Passport 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
- The food and drink provided for the children
- Information about the EYFS and curriculum
- How to support learning at home
- How we support children with SEN or disabilities

### **Screening and Assessment for Specific Learning Difficulties (SPLD) in the Junior School**

Pupils at the Junior School are tested annually using the GL assessments (PTE and PTM) and PIPs. Additionally, CATs tests are completed in Year 5. A screener test to identify pupils at risk of potentially presenting with dyslexia is undertaken in Year 3. Children in the EYFS complete a CEM baseline at the beginning and the end of the year, and are continually assessed using the Early Years Framework.

### **Support Lessons in the Junior School**

At the Junior School, the Learning Support Specialist Teacher runs support groups and provides one to one tuition when appropriate. Additionally, the teaching assistants help the teachers to support pupils with specific learning difficulties.

### **Identification and Support of Dyslexia/SpLD at the Senior School**

We allow 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 and subsequently from Year 7 through Year 9. This is to avoid discrimination against such candidates, who, in other respects, can demonstrate the potential to succeed in an academically selective school.

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Girls entering the Senior School in Year 7 (as well as new entrants in other year groups) are screened to identify those students 'at risk' of 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, a Learning Passport (in Junior School), or a Personal Learning Plan (in Senior School), 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 LP/PLP will be discussed and agreed with both the pupil and parent before it is distributed to subject teachers.

### **SEN Support and Education, Health and Care (EHC) Plans**

At Channing, all children are important, and this applies to all aspects of their education; their teaching and learning, achievements, attitudes and their wellbeing. We encourage all children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Special Educational Needs and Disabilities (SEND) that affect a child's ability to learn can include:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical

Channing accepts students with an EHCP, provided that, following the consultation period, their needs can be met in school.

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The EHC plan is a statutory document which sets out how the pupil's needs will be met, and Channing will make all reasonable adjustments to support a pupil's needs as outlined in the EHC Plan. It is the responsibility of the SENDCO to:

- work together with all relevant staff to monitor the provision as outlined in the EHC Plan and ensure that all needs are met;
- ensure that all relevant staff are aware of the range of the pupil's strengths and difficulties and the implications for curriculum delivery;
- coordinate and review the pupil's learning activities, and ensure that all staff are aware of the pupil's needs and the programmes to be followed;
- offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate;
- manage these resources and use them in the most appropriate way to meet the pupil's needs;
- monitor and record the pupil's progress. A full Annual Review takes place within 12 months of the issue of an EHC plan, and then every subsequent 12 months or sooner. This Annual Review incorporates input from the school, the child, outside agencies and the parents. The overriding aim will be to provide for the requirements of the EHCP and ensure the best support for the child. If these cannot be met, the school will be unable to accept the pupil;
- ensure that close and effective liaison is maintained between the school, the child's parents, the child, the local authority and any other agencies involved, in terms of a regular exchange of information about the child's work and progress.

A PLP is also drawn for students with an EHCP, which is regularly reviewed usually once a term.

If a pupil is identified as having SEN, the school will take purposeful action to identify, assess and meet the needs of the pupil. However, should the pupil still not make expected progress, the SENDCO in liaison with parents and teachers, will gather the necessary documentation to submit an EHC assessment request to the relevant LA, which may result in the local authority deciding to issue an EHC plan.

### **One to One Support in the Senior School**

We seek 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

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work, one to one support may be provided by the Senior School Librarian at lunchtime or in free study periods. The 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 a Learning Passport**

In the Junior School, Learning Passports are reviewed termly and in the Senior School the Personal Learning Plans are reviewed annually in conjunction with both the parents and pupil. Subject teachers/class teachers monitor pupils' progress and feedback is provided to the SENCO and Learning Support Specialist Teachers on a regular basis.

In the Junior School, assessments are tracked and monitored by Form Teachers, the Director of Studies and the SENCO, in dedicated Staff Meeting time. Concerns are raised and discussed, and are investigated further, if required. Senior School, termly grade sheets track SEN pupils and if concerns are raised, further interventions are implemented via the SENCO and/or subject teachers. There is a departmental exam analysis of SEN pupils and a yearly analysis of how SEN pupils' GCSE and A level results compare with the cohort is produced.

### **Access Arrangements in Internal and Public Examinations**

Pupils/students who have been identified by the Senior School as having an SpLD, and have an PLP 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 online, who, following assessment, have two scores below standard score 85 in two different areas of speed of working or one score below SS 85 and one score within the low range of SS 85 and SS 89.

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

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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 the 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 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 School. Pupils will be allowed to use word processors in class for note taking, in class tests and internal exams in both the Junior and Senior School 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

We believe in a partnership between parents and the school. We encourage and welcome the support of parents, incorporating their views when assessing, reporting on, and reviewing a pupil.

### **Medical/Psychological Support**

The School employs two school nurses and a Welfare Assistant (in the Junior School) who are available to advise girls with physical difficulties and to treat girls with other health problems. We also have a School counsellor in both the Junior School and 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**

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Lists of girls who have been identified as having SEN/disability and girls with EAL are maintained and regularly updated and made available to all teaching staff. Copies of Personal Learning Plans are also available via the school's computer databases and shared with staff in the Senior School. At the Junior School, copies of Learning Passports are also available through the school's computer network.

### **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 is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for girls with SEN.
- Managing the Learning Support Specialist Teachers (1 in Junior School, 1 in Senior School).
- 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, 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 up to date.
- Monitoring and evaluating the effectiveness of the school's provision for SEN and reporting to the Headmistress/Head of Junior School.

### **Glossary of Terms:**

- **ALS** - Additional Learning Support
- **Dyspraxia** - A common developmental coordination disorder affecting fine and/or gross motor coordination
- **Dyslexia** - A language based neurological disorder resulting in difficulties with word decoding and spelling
- **EAL** - English as an Additional Language
- **EHCP** - Educational and Health Care Plan
- **PLP** - Personal Learning Plan
- **LP** - Learning Passport
- **SEN** - Special Educational Needs
- **SENCO** - Special Educational Needs Co-ordinator
- **SpLD** - Specific learning difficulty; for example, dyslexia, dyspraxia, slow processing

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- **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.

## **English as Additional Language**

### **Our values and vision for EAL in our setting**

Channing has the same aspirations and expectations for EAL learners as for non-EAL learners. Research shows that bilingualism/multilingualism is an asset to be encouraged and this is borne out by the achievements of EAL pupils at Channing. When an EAL pupil requires extra support with English, the School is committed to supporting the pupil so they are not disadvantaged compared to their peers.

The School recognises the contribution that EAL pupils make to the cultural richness and diversity of the School community. We celebrate multilingualism in a number of ways. For example, bilingual speakers are invited to give presentations on aspects of their particular culture in MFL lessons. The School has also had assemblies on multilingualism, as well as assemblies and workshops led by native speaker parents in the Junior School and Senior School. The Junior School celebrates a new language in assembly each week. The House Captains introduce the language of the week and share the House Points in this language. Additionally, all of the girls in the Junior School learn to sing 'Happy Birthday' in this language and sing it to the girls and staff celebrating that week. In the Summer Term, the Junior school spends a week celebrating different cultures and languages during 'Around the World Week.'

The School expects EAL learners to develop the same proficiency in the English language as native English-speaking pupils. We invest in resources and staff training to support EAL pupils. However, parents will be expected to cover the cost of external tuition if this is recommended by the School.

This policy complies with the guidance contained within the [Equality Act 2010](#).

### **Definition of EAL and other factors that may affect ascription, progress and attainment**

EAL stands for 'English as an additional language'. An EAL pupil is a pupil whose first language is not English. The Department for Education defines 'first language' as 'The language to which a child was initially exposed during early development and continues to be exposed in the

home or in the community'. For almost all EAL learners, this means that if they are an EAL learner when they start School at 3-5 years old, they will be an EAL learner throughout their education and their life.

If an EAL pupil has more than one first language including English, they are still defined as having English as an additional language.

The School collates information about first language for the School census return by asking parents/carers to provide this information on their application form. Application forms are online and entering the applicant's first language is compulsory. Parents of pupils joining the School are asked to give the ethnicity of their child but this is not compulsory.

Ethnicity and first language information is stored securely on Schoolbase and is treated with confidentiality.

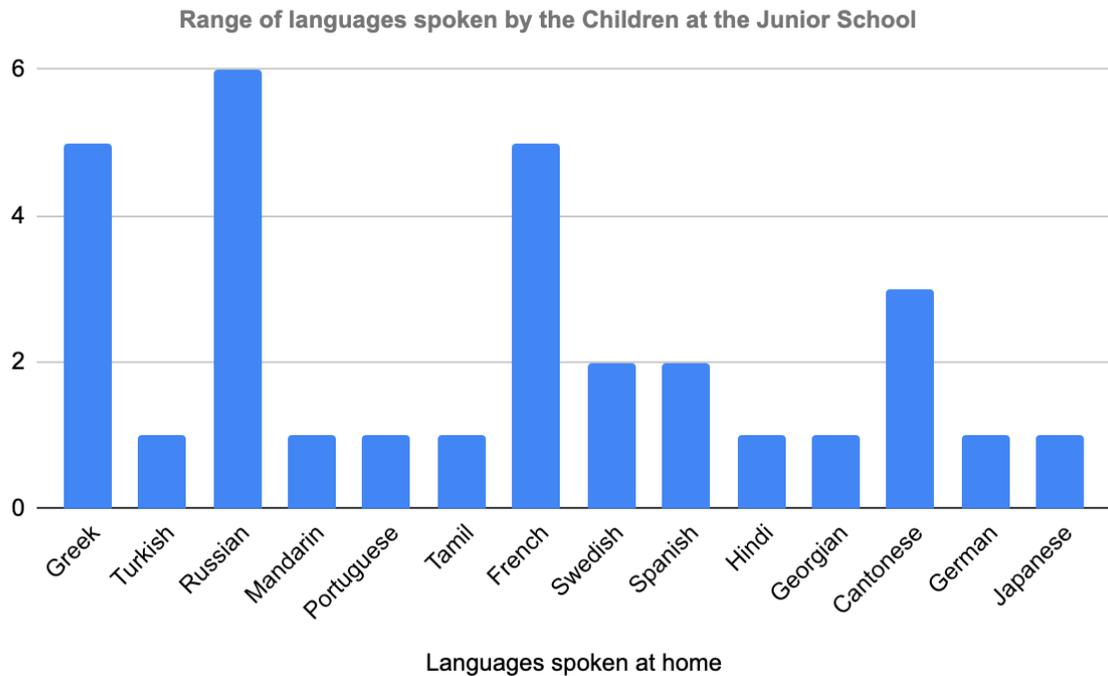
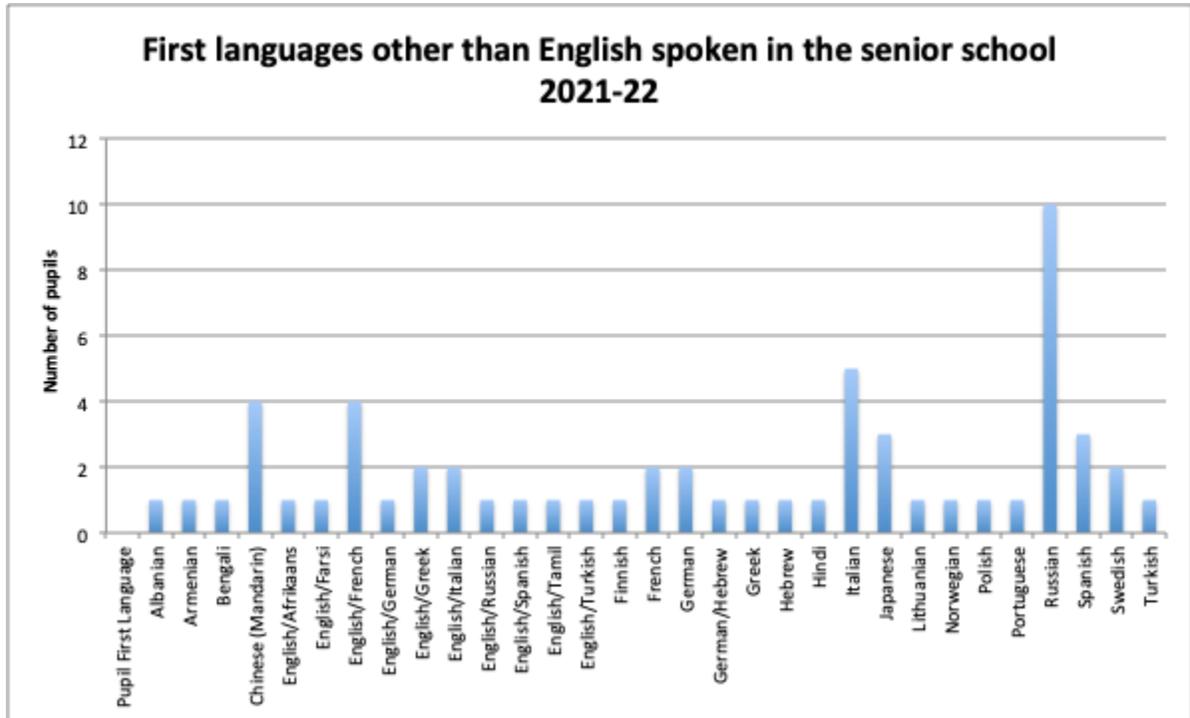
EAL pupils do not qualify for access arrangements in exams. Access arrangements are for pupils with SEN only.

### **Local and School context**

Channing is an academically selective School and pupils are only admitted if they will be able to access the curriculum. In some cases pupils are admitted without the necessary English skills but only if they have the potential to acquire them relatively quickly and easily.

8.9% of pupils in the Senior School speak English as an additional language. Of these, 6.8% require extra support. 11.9% of pupils in the Junior School speak English as an additional language. Of these, 2% require extra support.

Most EAL pupils in both the Junior and Senior School are completely fluent in English. They speak a range of first languages, with Russian the most spoken out of all of them.



## First Language

We encourage pupils to maintain their first language and to use it as a tool to help them learn, for example in making connections between language structures and systems and between cultural knowledge and experiences.

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The Senior School library has bilingual texts and dictionaries for French, Spanish and German speakers/learners. In the Junior School, the library currently has bilingual texts for Spanish speakers/learners. Over the next couple of academic years we hope to invest in books for our Russian, Greek and French speakers.

### **EAL learners with SEND**

The process of learning a new language is **not** defined in legislation as a Special Educational Need and EAL children/young people should **not** be on the SEND register without evidence of additional needs.

Currently the percentage of EAL pupils with SEND in the Senior School is 11%. This roughly mirrors the percentage of non-EAL pupils in the Senior School with SEND (16%). In the Junior School, there are currently no EAL pupils with SEND.

The SENCO and EAL Coordinators in both the Senior and Junior School are responsible for constructing and monitoring the learning plans of EAL pupils with SEND. EAL pupils with SEND are monitored in the same way as other pupils with SEND, i.e with tracking data, progress monitoring and reports from outside professionals, e.g. educational psychologists.

### **EAL provision/EAL support**

The EAL Coordinators lead on monitoring and supporting EAL pupils. They are responsible for

- Accurate recording of pupil first language on Schoolbase (working with parents and the Admissions staff who collate this data from application forms)
- Working with teachers to identify EAL pupils who need extra support
- Organising support (inside or outside School) for those that need it
- Keeping a record on Schoolbase of extra support offered to EAL pupils
- Tracking the progress in English of EAL pupils in the Senior School requiring extra support (using the Bell Foundation's Assessment Framework - tracker spreadsheets to be completed every term with teachers)
- Supporting teachers to help EAL pupils in lessons, for example with strategies to teach subject-specific vocabulary
- Comparing the exam results of EAL pupils to the results of the rest of the cohort
- Reporting to governors when requested
- Writing the EAL development plan and reviewing the EAL policy
- If delivering interventions, keeping a record of what is covered in each session

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In Senior School, the position of EAL Coordinator is open to any member of the teaching staff. As all teachers have the responsibility to support EAL pupils, all are potentially suitable for the job of EAL Coordinator, which is essentially an administrative role requiring understanding of the needs of EAL pupils. Applications are made to the Headmistress. Desirable qualifications and experience might include a TEFL/CELTA qualification or experience teaching English, MFL or Classics. In the Junior School the Deputy Head (or currently the Acting Assistant Head) is responsible for the monitoring of EAL pupils. However due to the needs of the age group, support/interventions are usually led by the class teacher and their teaching assistants.

The EAL Coordinator at the Senior School is line- managed by the Deputy Head (Academic) and at the Junior School by the Head of the Junior School.

Channing prioritises the development of whole School approaches to EAL teaching and learning rather than reliance on interventions. When interventions are in place, these need to be purposeful, time limited and outcome-focused.

### **EAL provision in the EYFS**

Teaching staff in the EYFS take steps to provide opportunities for children to develop and use their home language in play and learning. In planning and provision, they provide sufficient opportunities for EAL learners to reach a good standard in English. Through quality communication with parents, they also support children's language development at home.

Opportunities for EAL learners in the EYFS to reach a good standard in English are provided by:

- Vocabulary modelled and explained in lessons and through play
- Rigorous phonics programme followed with regular assessment
- Regular 1-1 reading in school and at home
- Same-language play arranged with older pupils where a need has been identified
- Same-language speakers of varying English speaking abilities are encouraged to play together during Independent Learning
- Partner work so that EAL pupils can benefit from peer-modelled language
- Visual timetable, pictorial references, repeated language, songs and actions ensure that the Early Years curriculum can be accessed by all learners
- Different languages, customs and cultures are regularly celebrated, including sharing stories from a range of cultures
- Parents invited to read stories in their home language

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- Regular feedback to and involvement of parents to help with vocabulary preparation for upcoming learning

## **Supporting transition**

The Junior and Senior Schools work together to ensure a smooth transition for EAL pupils from the Junior to the Senior School.

EAL pupils who are not UK nationals but want to apply to UK universities may need to take English exams as part of the university admissions process. If so, the School may need to coordinate support for the pupil, either in the form of a course at a language School or a tutor with experience of preparing students for English exams like IELTS.

## **Our approach to EAL pedagogy and assessment**

Teachers take account of pupils learning EAL in their planning and teaching. Teachers are aware of EAL pupils needing support and of strategies for supporting them ('EAL pedagogy').

N.B. There is a close link between promoting literacy and supporting EAL pupils in mainstream teaching. However, the needs of EAL learners are not covered by literacy provision alone.

Staff in the Junior and Senior School have access to resources to support them in developing language-aware EAL pedagogy. These are stored in the [EAL Shared Drive](#) for the Senior School and the EAL Shared Drive for the Junior School on Google Drive and include resources from NALDIC, Optimus and The Bell Foundation. The EAL Coordinators are responsible for managing this 'knowledge library' and reminding teachers about it from time to time.

In subjects set by ability in the Senior School, EAL learners are placed in the most appropriate set for their academic ability. If they are not yet fully proficient in English, the School might consider putting them in a lower set but would ensure that the learner is still offered appropriate cognitive challenge.

The Senior School tracks the progress in English of pupils who are not yet fully proficient in it using the Bell Foundation's Assessment Framework. This allows detailed tracking of pupils' progress in all four language skills (reading, writing, listening and speaking) across their School subjects. Teachers are asked to collaborate on updating the spreadsheets once every half

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term. In the Junior School, pupils' literacy and numeracy skills are assessed at the start and end of Reception through Baseline assessments. All pupils in Year 1 - Year 6 are assessed through Primary Tests in English (PTE) and Mathematics (PTM) as well as through use of PIPs assessments. Pupils in Year 5 also sit CAT assessments in the Spring Term. Through these tracked assessments across each academic year, EAL pupils are assessed, tracked and compared to pupils of the same age. This data can be found in the Assessment folder in the Junior School Shared Drive.

EAL pupils' involvement in extracurricular activities and the whole School community is also monitored.

### **Record keeping, monitoring and data management**

There is a register of EAL pupils on Schoolbase (see [this Google Doc](#) for instructions on how to find EAL pupil data on Schoolbase). The Junior School also have a simplified copy of this register in the EAL folder in the Junior School Shared Drive.

Shortly after new EAL pupils arrive at the School, the EAL Coordinator and SENCO will check with their teachers whether the pupils will need extra support with English. The Senior School EAL Coordinator can also use Midyis, Yellis and Alis assessments done in Years 7, 10 and 12 respectively to assess EAL needs as these tests include vocabulary tests (word fluency and understanding). In the Junior School, PIPs and CATs tests can be used to help assess this.

EAL learners can be negatively affected if their need for extra support is misdiagnosed or overlooked.

If one-to-one interventions are used, the teacher records what is done in the lessons. The EAL Coordinator and their line manager are responsible for monitoring interventions and reviewing whether they are meeting their goals.

At the end of each year, the EAL Coordinator compares the exam results of EAL pupils against those of the rest of the cohort. This is to monitor EAL pupils' curriculum progress. This will begin in the Junior School in Summer Term 2022.

The EAL Coordinators in both the Senior and Junior School may also occasionally write reports for the Governors on EAL pupils' progress.

### **Safeguarding**

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The School does not tolerate any form of cultural/linguistic discrimination.

If an EAL pupil feels unable to make use of support systems because of a language barrier, the School will make every effort to find a bilingual member of the School community or a suitably qualified external person who can interpret/translate during a disclosure, reporting and interviews.

The School informs parents/guardians before offering support to an EAL pupil. Parents/guardians are kept informed of pupils' progress and are welcome to offer feedback and suggestions.

### **Working with external partners**

The School commissions external support / advice where appropriate.

Teachers and parents can access advice on EAL through the EAL Coordinator in the first instance. There is also a [shared Google Drive \('EAL'\)](#) with resources and links to recommended websites.

Channing sometimes recommends external tutors to support EAL pupils where appropriate support cannot be offered internally. The School is not obliged to offer recommendations but if it does, it must thoroughly check any tutor, School or agency first.

## **More Able Pupils**

### **Definition**

The school defines "more able" (MA) pupils as those students whose progress, ability and attainment significantly exceed age-related expectations in one or more subjects. However, the school recognises that instilling and promoting an ethos of high expectations and aspirations will positively benefit all students, not just MA pupils.

### **Identification**

The process of identifying MA pupils should begin as early as possible to ensure that such students are given regular challenges and opportunities to realise their full potential. MA pupils will be identified in the first instance by subject teachers and departments, with the MA Coordinator responsible for oversight in the Senior School, and the Director of Studies in the Junior School.

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### Sources of information used to help identify MA pupils:

- parents
- previous schools
- teachers' knowledge of pupils from classwork and homework
- standardised scores in PIPS, PTE and PTM, MidYIS, Yellis and ALIS
- pupil performance in tests and examinations (top 10-15%)
- pupil response to curricular and extracurricular opportunities

It is recognised that MA pupils can display *any* of the following characteristics:

<b><u>Emotional/social:</u></b>	<b><u>Skills and knowledge</u></b>
<ul style="list-style-type: none"><li>● personal sensitivity</li><li>● compassion for others</li><li>● can be intense, with perfectionist tendencies</li><li>● moral sensitivity – judgement seems mature for age</li><li>● preference for older companions</li><li>● vivid imagination and highly creative</li><li>● tendency to question authority</li><li>● high degree of energy</li></ul>	<ul style="list-style-type: none"><li>● good problem-solving/reasoning abilities</li><li>● rapid learning ability and extensive vocabulary</li><li>● excellent memory and unusually observant</li><li>● long attention span, particularly when engaged with an activity</li><li>● unusual curiosity and wide range of interests</li></ul>

### Provision for the More Able

The Department of Education requires that all teachers “set goals that stretch and challenge pupils of *all* backgrounds, abilities and dispositions”. The school will meet the needs of more MA pupils through departmental policies, schemes of work and individual lesson plans.

This may include:

- differentiated classwork and homework
- extension and investigative work
- grouping based on the needs of individual and leadership opportunities
- roles of responsibility inside and outside the classroom
- enrichment and extracurricular activities (e.g. competitions)

### We aim to meet the needs of MA pupils by:

- promoting an ethos of high expectations and aspirations for **all** pupils
- encouraging **all** pupils to think and learn independently and creatively; to take risks; to learn from mistakes productively and without fear of failure
- providing a supportive environment in which all kinds of achievement are openly valued and celebrated and in which MA pupils can achieve excellence without embarrassment or fear of recrimination
- providing opportunities for MA pupils to realise their full potential by offering a sufficiently

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challenging curriculum and extracurricular programme

- In the Junior School, this includes the provision of open-ended tasks and homework activities, optional homework tasks, and the promotion of national and local competitions. In the Senior School, this includes Independent Investigation and Philosophy lessons, as well as the Ellery Programme, in Year 7; the Higher Project Qualification (HPQ) in Years 10-11; and the Extended Project Qualification (EPQ) in Years 12-13.

### **Tracking and Monitoring**

- discussion of pupil progress in departmental and pastoral meetings
- information and communication from parents
- pupil response to feedback
- regular update of the Junior School tracking documents (PTE, PTM, PIPS, CAT), monitored by Director of Studies
- yearly update of the Senior School Standardised Test Register (MidYis, Yellis, ALiS), monitored by MA coordinator
- termly update of the Senior School teacher-nominated More Able Register completed by departments and monitored by the MA Coordinator

### **INSET**

Information is provided on a termly basis to update staff on relevant issues and provision for MA pupils. Advice on appropriate teaching methods will be circulated by email and is also available in the Staff Shared Data. Staff in the Senior School are able to consult the MA Co-ordinator on teaching strategies, the identification of and provision for MA pupils.

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