



Vita et Pax Preparatory School Special Education Needs Policy with EAL statement

Policy Originator	Allana Gay
Governor Responsible	Anna Westcott
Status	Statutory
Last reviewed	03/03/2020
Ratified on	<i>Pending</i>
Review period	Annual

This policy is reviewed annually and ratified by the Governing Body.
Families are encouraged to be familiar with this policy via the school website.
Copies of this policy and its associated documents are available from the school office.

School ethos

Vita et Pax Preparatory School is a co-educational environment for children from the age of three to the end of their primary education. Our school delivers a child centred and coordinated approach to nurturing character for the future. We aim for our children to be creative and caring learners who are happy to be in our dedicated learning environment. Our school works in strong partnership with our parents to ensure students are demonstrably safe, academically confident and well cared for physically, socially and emotionally. The school will always take actions that are in the best interest of the child and will provide positive outcomes for their development.

Vita et Pax Preparatory School is committed to creating and sustaining a learning environment that maintains respect and dignity for all. We value the diversity of our staff and students and work to provide a supportive environment in which the unique character of every individual is valued and celebrated.

Policy rationale statement:

This document is a statement of the aims, principles, and strategies for the special educational provision for children in Vita et Pax Preparatory School. We are committed to providing the best possible learning environment for all of our children. We believe that all children, including those identified as having additional educational needs, are entitled to a broad and balanced academic and social curriculum. We value the abilities and achievements of all of children and we work to develop an environment where all children can flourish. We aim to engender a sense of community and belonging and offer new opportunities to all of our learners. This policy describes the way in which we meet the needs of children who experience barriers to their learning.

Aims

- To ensure the SEN and Disability Act and SEN Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for supporting children with SEN.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To provide quality learning experiences for all children and to ensure they develop a positive attitude towards learning.

- To meet the needs of children who have differing learning styles and to use a multi-sensory approach to the teaching of concepts.
- To ensure that all staff, parents and governors are familiar with school procedures relating to SEN.
- To ensure that there is equal access to the curriculum and equal opportunities for all children with Special Educational Needs.
- To encourage parents to be partners in their child's education.

OBJECTIVES:

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through quality first teaching for all.
- To provide specific support and intervention, matched to individual needs, in addition to differentiated class room provision, for those pupils with Special Educational Needs.

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are physically disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who have medical conditions; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Vita et Pax Preparatory School we aim to identify these needs as they arise and provide learning opportunities which enable every child to achieve to his or her full potential.

What is a Special Educational Need?

A child is considered to have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of children of the same age
- an emotional and / or behavioural difficulty
- a disability which prevents or hinders their effective use of the schools' facilities

The four main areas of special educational need are:

1. Communication and Interaction

(difficulties in language development either understanding what they hear or being able to express themselves)

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning

(processing or retaining information)

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention deficit disorder (ADD), Attention deficit hyperactive disorder (ADHD) or Attachment disorder (AD).

4. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

English as an Additional Language

Children must **not** be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. The distinction between SEN and the needs of the bi-lingual learner is understood at Vita et Pax. However, such needs can overlap and it is vital that SEN are not overlooked in children whose first language is not English.

Please refer to EAL statement **Appendix 1**.

Assessment, Identification and review process

Vita et Pax Preparatory School has an assessment cycle which assesses and records the progress of all children. Assessment and tracking data is used to identify children who are not progressing satisfactorily and who may have additional needs. All staff are encouraged to share concerns they may have about a child at any time during the year, the SENCo will then carry out observations and relevant assessments with the child. Parents may also raise concerns regarding their child's progress.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent or carer, a child may be placed on the SEN register.

SEN register

Placement on the school's SEN register ensures that children are well supported to achieve their full potential through the planning, action, monitoring and review process. The progress of all children and their records is a confidential matter between school staff and the child's parents/carers. There are two categories on the SEN register; SEN support and an Education Health and Care Plan (EHC).

There is a graduated response to meeting students' needs, using three 'waves' of support:

Wave 1 – Quality First Teaching

“every teacher is a teacher of pupils with SEND”

All teachers are responsible for the delivery of good and outstanding lessons which are effectively differentiated in order to challenge and support the learning of all students appropriately. Teachers give attention to:

- knowing the students in their classes with SEND and assimilating information on that particular need and strategies to support learning;
- creating the optimum learning environment, e.g. classroom layout, seating plan,
- classroom climate and ethos
- planning a variety of teaching styles that effectively meet a range of needs incl differentiating tasks and activities:
- providing support in writing and reading;
- developing abstract thinking;
- developing speaking and listening
- using multi-sensory approaches -visual, auditory and kinesthetic
- challenging questioning;
- building literacy and numeracy across the curriculum.

This is supported by

- creating a very supportive base for each SEND student within their class,
- regular training and learning opportunities for staff on SEND with appropriate teaching and learning strategies;
- raising awareness for all students about the range of special needs and disabilities

Wave 2 – Small group withdrawal or in-class additional support from a trained professional

The school deploys additional resources for students who would be expected to catch up with their peers as a result of such intervention. This includes:

- specific target setting and monitoring to ensure students make at least expected progress;
- in-class support from trained teaching support
- specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups or 1:1
- withdrawal groups to support to complete important parts of their course;
- small group handwriting classes;
- touch-typing classes; IT equipment suitable for the classroom;
- dedicated extra-curricular activities to support vulnerable students;
- organisation of access arrangements in exams and normalised in lessons;

Wave 3 – 1:1 or intensive support

Some students, with the most complex needs, have 1:1 support with an individual support teacher or teaching assistant to support good progress and achievement. This may include:

- intervention groups in subject areas; 1:1 phonics based programmes
- small groups to develop speech and language and social communication
- 1:1 coaching/mentoring sessions;
- adapted timetables allowing focus on specific skill building;
- short-term intervention programmes particularly focusing on social skills within a learning context;
- specialist advice from other professionals (eg Speech and Language Therapist, nurse, occupational therapist, hearing impaired service, physiotherapist) including the LA's support and educational psychology services, health and social services and voluntary bodies.

The school takes a multi-agency approach, accessing professional advice from outside agencies, enabling staff to build expertise in delivering quality support for students with SEND.

All students with SEND have access to the full range of day-to-day provision in the school, differentiated to meet their individual needs, including curriculum, teaching, clubs and activities, and are supported into their next stage of education. Steps are taken to prevent students with SEND from being treated less favourably than other students

The school carefully evaluates the effectiveness of its provision for students with special educational needs and disabilities through:

- classroom monitoring procedures; book reviews; pupil conversations; Learning Walks
- Links to the School Improvement plan
- Performance management of TAs
- The governing body has a regular review of progress and standards data and looks at the effectiveness of our policies.

1. Students at SEN support level

Teachers use Quality first teaching (Work is differentiated by adapting tasks to make learning accessible) to support children who are categorised as SEN support. Most of their needs can be met by a differentiated curriculum and others may benefit from intervention programmes. Children will have IEP targets which they are working towards.

Progress and targets will be reviewed at a meeting with staff, parents/carers and child on a termly basis. If significant progress has been made by a child, it may be agreed that they should be removed from the school's SEN register.

There will be some children whose progress continues to cause concern despite SEN support and in such cases, the school, in consultation with the parents will seek the advice, assessment and support of outside professionals.

Depending on the area of need, children may be referred to:

- Educational Psychology service
- Speech, language and communication service
- Occupational Therapy Service
- CAMHS – children and adolescent mental health services
- Hearing Impairment Team
- Visual Impairment Team
- Paediatric Child Development Clinic

A variety of support can be offered by these services, such as advice to the school about targets and strategies, additional assessment or some direct work with the child and/or family

In the case of a very small number of children where there is still insufficient progress despite outside agency involvement and interventions, the school may apply, with parental consent, for a needs assessment. Children and parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care (EHC) plan. Under the provisions of the SEND Code of Practice 0 to 25, parents may apply independently of the school for an EHC plan assessment. This process takes up to 20 weeks.

2. Students on Education, Health and Care (EHC) plan

In addition to the termly SEN reviews, the school has a statutory duty to review the child's progress and the outcomes of the specific support outlined in the EHC plan annually.

Roles and Responsibilities

Special Educational Needs leader, normally a co-ordinator (SENCO), has responsibility for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating SEN provision and keeping the Headteacher informed
- Maintaining the school's SEN support register and overseeing records for all children with SEN
- Organising review meetings and liaising with colleagues, parents and outside professionals
- Contributing to children's assessment and evaluating the outcomes of their provision
- Organising and delivering In-service training
- Organising Annual reviews for children with EHCP
- Co-ordinating the roles of teaching in meeting the needs of SEN children and implementing intervention programmes which are monitored and outcomes are evaluated
- Have an understanding of SEN whole school data to monitor the progress and attainment of SEN children
- Provide information in reports to the Governing Body.
- Identifying priority targets linked to the School improvement Plan. These targets form the SEN action plan.

The Head Teacher has overall responsibility for SEN provision, policy and practice at Vita et Pax Preparatory School.

The Governing Body is involved in monitoring the school's SEN policy and the quality of SEN provision. All governors are kept up-to- date about the school's SEN provision.

Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with an Education Health and Care plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

Partnership with Parents:

Parents play an active and valued role in their child's education. Any information on their child's progress should be shared and discussed freely, in order to provide appropriate advice and support during the assessment of their child.

Developing and maintaining good relationships with parents is of utmost importance to us at Vita et Pax Preparatory School and parents and carers will be encouraged to be involved at all stages of the Education planning process.

An appointment is made by the SENCo to meet all parents/ carers whose children are recorded as having additional needs. Parents and carers are invited to target setting and review meetings every term. In addition parents of pupils with an EHC plan will have an Annual Review meeting each academic year. At review meetings with parent or carers we will always make sure that the child's strengths as well as difficulties are discussed.

Complaints Procedure:

Parents who have any concerns are welcome to arrange a meeting with the Class Teacher/Practitioner. If they are still concerned, they are encouraged to speak to the SENCo. Parents who still feel their concerns are not being met may meet with the Head Teacher and/or acquire a copy of the school's Complaints Procedure, which may be obtained from the school office.



Vita et Pax Preparatory School

Statement for Supporting Pupils with English as an Additional Language (EAL)

Vita et Pax aims to provide a safe, inclusive learning environment for those pupils with English as an additional language, taking into account their language needs, learning needs and social needs. Vita et Pax Prep School respects the cultural heritage of all its pupils and endeavours to educate the wider school community about different cultures through humanities, assemblies, PSHE and STEAM.

- A child is deemed to be EAL if his or her first language is defined as any language other than English.
- Pupils arriving from other countries and whose first language is not English - Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Polish children who are born in the UK, but arrive at school with very little English due to having spoken only Polish at home and within the community) - Pupils who have a parent who speaks a language other than English and the child communicates with in that language (i.e. bi-lingual children)

All children with EAL are identified on entry through parent data collection request answers and observations from staff and their language development is monitored.

A child is not regarded as having a learning difficulty solely because the form of language of the home is different from the language in which she or he will be taught.

It is recognised that each pupil with EAL needs will have their own specific profile of language needs and an initial assessment will be made over a period of weeks using the Communication Trust resources and checklist for Speaking and Listening.

The results of the assessments, which assesses levels of Speaking, Listening, Reading and Writing, will inform future learning/teaching targets by using the descriptors set out in the assessment document. Pupils will learn alongside their peers in the classroom, thus providing an integrated language, content and cultural environment, aimed at motivating and meeting the distinctive needs of EAL learners. It may still also be necessary to withdraw pupils to work on specific targets but these will be time limited and linked to the work of the class (This is in accordance with Ofsted EAL recommendations of September 2009).

In the Early Years conceptual and linguistic knowledge is acquired simultaneously and staff modify their interactions to encourage language development.

Children of all ages including EYFS are encouraged to learn to read and write and speak in their own languages as well as mastering English. The timing of learning to read and write in English will need to take into account their learning journey in their home language.

All teachers involved with EAL pupils' learning will be involved in the planning, monitoring and reviewing of these pupils' needs and achievements.

Miss Gay (Headteacher) will have responsibility for coordinating the needs of the pupils and be responsible for evaluating the school policy for pupils with English as an Additional Language.

Miss Gay (Headteacher) will also be responsible for coordinating the assessments of EAL children using the Communication Trust checklists, training new staff and overseeing provision.

¹ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/>