

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Review Date September 2025

A2 Particulars of the Educational and Welfare Provision for Pupils with EHC Plans, and Pupils for whom English is an Additional Language

Document Quality Control

| Version: | Author: | Date: | Reviewed by: | Date: |
|----------------|----------------|-----------|--------------|-------------|
| September 2024 | Lesley Moncada | 2.08.2024 | Moir Simpson | 02.09..2024 |

Document Quality Control

| Document Version: | Reason for Review: | Reviewer: | Date: | Checked and approved by: | Date approved: |
|-------------------|--|--------------------------------|------------|--------------------------|----------------|
| May 2023 | Annual check, Chase Charter for Teaching International Students added. New Teaching Assistants added p.14. | Lesley Moncada Richard Gill | 18.05.2023 | Michael Hartland | 22.05.2023 |
| September 2024 | R. Baum Director's signature added, staffing updated, Tutor changed to Mentor | Lesley Moncada | 2.8..2024 | Moir Simpson | 02..09.2024 |

Responsibilities and Roles

The Principal is responsible for managing the school's special educational needs work. The Head of Special Needs and Disability (SENDCo) will ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at Chase Grammar School.

Chase Grammar School's duty of care to it students are to:

1. Identify children with special educational needs;
2. Provide appropriate provision so that they can achieve their potential.

Particulars of the Educational and Welfare Provision for Pupils with EHC Plans Relevant Supporting Legislation

The SEND department provides support across the 4 areas of need laid out in the SEND Code of Practice January 2015: 0 to 25 years and Part 3 of Children and Families Act, 2014 and associated regulations:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

All children and young people are entitled to an education which enables them to:

- achieve the best educational and other outcomes;
- become confident children, young people, leading fulfilling lives with the ability to express their own views;
- make a successful transition into adult life.

Chase Grammar School aims to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, provision which is in addition to or different from that normally available from a differentiated curriculum.

The four areas of Special Education Need:

1. Communication and interaction.

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words, and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand, and use becomes more complex. Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2. Cognition and Learning:

Learning difficulties cover a wide range of needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD);
- Moderate learning difficulties (MLD);
- Severe learning difficulties (SLD);
- Profound learning difficulties (PMLD).

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3. Social, emotional and mental health difficulties.

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4. Sensory and/or physical needs.

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme, or the physical environment.

Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Sensory and/or Physical needs include:

- Visual impairment;
- Hearing impairment;
- Multi-sensory impairment;
- Physical Disability.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Staff

SENDCo - Mrs L. Moncada (Post Graduate Diploma in Literacy and Dyslexia (University of York)
Training in: ADHD, ASD, Code of Practice, Specific Learning Difficulties, DA Specialist Maths (Dyscalculia).
Specialist expertise engaged from external services - ASD Team, CAMHS, Visual Support Team. ~

Teaching Assistant & Teaching Assistant Apprentice.

Responsibilities include:

- Lead regular termly SEND InSeT;
- coordinating support of students with special educational needs (SEND) and developing school's SEND Policy, ensuring that all students have access to a consistent, high quality response to their needs. - ensure that the SEND register detailing pupils SEND requirements/support are communicated to staff. - ensure that staff are aware of students and any access arrangements they require for examinations and assessments.
- maintain pupil files – evidence of need and relevant SEND documents.
- ensuring that staff (teaching and non-teaching) are aware and provide with help/strategies to meet the needs of SEND students (Staff training)
- liaising with parents, in conjunction with Tutor and SLT
- to ensure that parents are involved in supporting students learning and progress.
- updating the school's SEND Records of Needs.
- monitoring progress of students with SEND difficulties to assess effectiveness of any intervention.
- specialist support/intervention when needed.
- ensure staff are aware of relevant information and provision needed for SEND students participating in school trips.
- Liaise with Assistant Principal of Achievement and Heads of House about SEND students' progress and provision

Every teacher is responsible and accountable for the progress and development of all pupils in their class including where pupils access support from teaching assistants or staff.

The Graduated Approach to SEND Support

The Assess, Plan, Do, Review cycle for children and young people with SEND provides a thorough methodology to identifying and meeting the needs of children and young people with special educational needs, ensuring that support is given which is appropriate and proportionate to their needs. (Appendix 1)

Identification and assessment of pupils with SEND – (Assess)

Pupils are identified as having SEND, and their needs assessed, through - information passed on from Nursery/Infant/Primary/previous schools; and

- KS2 assessment results, Pearson Rising Stars (termly to track progress);
- Baseline testing CAT4;
- Information from previous settings;
- Specialist reports;
- School assessments.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

However, if a member of staff has concerns about a student not reaching their potential the Head of Learning Support is contacted and further assessment is carried out and provision is put in place. Assessment is carried out if there are any concerns or indicators of problems identified from:

- progress data;
- feedback and observations from teaching and residential staff;
- interventions not showing impact;
- referrals from parents/carers.

Parent and carers' views and concerns provide an important insight into identifying early difficulties. It is key that all professional listen and understand when parents raise concerns about their child's development.

Pupil Referrals.

The views of the child should be sought and taken into account in the light of their understanding and age.

The views, wishes and feelings of the child or young person and their parents is key to ensuring effective support and provision for children and young people with SEN and / or disabilities. In ensuring this, all professionals involved are responsible for ensuring that they are provided with the information and support necessary to participate in decision making and allow them choice and control within their lives.

Pupils identified as needing support will be interviewed by an experienced member of staff, to ensure that the school can meet their needs and to ensure that students with special educational needs and disabilities will have the opportunity to join in with all appropriate activities of the school.

Screening

CAT4 screening programme tests are used to provide baseline measures which in turn are used to detect under-achievement requiring further investigation.

Provision and Provision Plans (Plan)

Every child/young person on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs, in accordance with SEND Code of Practice 0-25Years (January 2015), LA Guidance (see page 14 Children & Young People with SEND; Guidance – School Based Support). If a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

After completing an assessment of the child or young person's needs, the information will be used to make an informed plan about how the student's needs will be supported through SEN Support within school and the expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals, a provision plan will be written to outline the 'additional' and 'different' provision put in place.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Provision Plans for SEND students

In consultation with the pupil, parents and involved professionals, a Provision Plan (see appendices 2 + 3) is completed identifying:

- known strengths and weakness;
- what has worked / not worked;
- formal and informal testing and observations;
- involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, etc;
- factors outside of school e.g. home life, home language etc;
- additional and different provision to be put into place as school-based SEND support.

This includes:

- quality first teaching, with appropriate differentiation in place, including extra adult support where appropriate;
- ensuring that all children have access to quality, differentiated teaching and that the curriculum is adapted to meet a child's individual needs;
- checking on the progress of each child and identifying, planning and delivering any additional help that the child may need (this could be things like targeted work, additional support, adapting resources) and discussing amendments with the SENDCo as necessary;
- reduced class sizes;
- personalised provision through time-limited programs;
- specialist teacher intervention if necessary;
- personalized provision through adapted resources and interventions;
- implementing a graduated approach to meeting the needs of pupils using effective partnership and involvement with outside agencies;

All provision will be recorded on the Provision Plan which will set out cross-curricular strategies and targets. Students with physical or medical needs supported by an EHC Plan will have provision and monitoring shared with SENDCo, Academic Mentor, SLT and Principal.

- Information will be confidential and only shared with relevant staff;
- All school trips/visits will take into account the needs of these students.

How adaptations are made to the curriculum and the learning environment of pupils with SEND – (“Do”)

The curriculum/learning environment may be adapted in the following ways:

- every teacher is responsible and accountable for the progress and development all pupils in their class. The class teacher is responsible for working on a day to day basis to deliver and assess the impact of support and interventions in their classroom teaching;
- SEND is therefore a whole-school responsibility requiring a whole-school response;
- groupings that target specific levels of progress;
- differentiated resources and teaching styles;
- additional adult support;
- appropriate choices of texts and topics to suit the learners - access arrangements for tests and examinations;
- SEND issues will be included in faculty and other staff meetings.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review. – ("Review")

These arrangements include:

- data tracking;
- Provision Plan (see Appendix 1 & 2) and State ECHP reviews;
- If a child has more complex needs, input from involved external agencies;
- observations and follow up;

- Parents/carers meetings- parents would be informed at every stage and the views of students would be taken into account;
- Parents/carers meetings – assigned dates, up to 1 every half term (unless change is necessary). Our purpose in such instances is to enable all students to reach their educational potential;
- Use 12 InSeT sessions to review top-down all current provision plans.

Pupils are supported by:

- a counter-bullying policy that is supported by SLT (see Policy A8);
- targeted support for individuals developed by SENDCo, tutors, SLT and parents;
- pupils as listeners – mentoring by Year 12/13 students (these students are made aware of safeguarding issues by SLT) and our school council;
- buddying system through school leaders.

The review will provide feedback of student's needs, effectiveness of the Provision Plan and inform any changes that may be needed. Any decisions on changes are made in consultation with parents and the student.

Where there is a sustained period of insufficient or no progress, the school may decide to seek advice or involve specialist external agencies. The parent/carers will be consulted before these agencies are contacted.

Contact details - who do I contact if I have concerns?

- Initially contact should be made with student's Academic Mentor.
- SENDCo & DSL - Mrs Lesley Moncada (01543 501836) lk@chasegrammar.com
- EAL – Mr Richard Gill (01543 501800) r.gill@chasegrammar.com
- Principal – Mrs M Simpson (01543 501800) info@chasegrammar.com

Evaluating the effectiveness of the provision made for pupils with SEND

- Impact training is completed at least termly and adaptations to provision made in light of these findings.
- Progress is discussed in weekly staff meetings and any concerns raised with SLT.
- Progress and evaluation is reported to SENDCo and SLT.
- Audit of staff expertise in SEND undertaken annually (each September after student screening). SENDCo will offer relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special needs.
- SENDCo will ensure that all staff working with a child identified as having SEND difficulties are informed and helped to deliver the planned work/programme for each child, so that he/she can achieve the best possible progress.

Supporting Pupils at School with Medical Conditions at Chase Grammar School

We recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (The Children and Families Act 2014). Some children and young people with medical conditions may be disabled and where this

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed. Now describe any arrangements in place in your school to support children and young people with medical conditions, making reference to the Managing Medical Conditions Policy. Individual Health Care Plans will specify the type and level of support required to meet the needs of the student.

Able, Gifted and Talented

Identification

Students from Years 3-13 sit CAT4 tests, which gives a good indication of academic potential. Teachers are also asked annually to nominate students to go on the AG&T list.

Provision

Provision is through differentiated tasks and teaching groups.

Additionally, each Faculty organises a special Extension Event each term, to which identified students are invited, though other students may also attend.

Outcomes

AG&T students are tracked, as all students are, against CAT4 targets, and interventions are made where appropriate. This is to ensure that all students are stretched, challenged and are aiming to achieve at least their "Silver Target".

Particulars of the Educational and Welfare Provision for Pupils with Pupils for whom English is an Additional Language

The School is committed to the development of the potential of each individual pupil. International students enrich our school community through the diversity of culture and experience that they bring.

It is the school's aim that wherever possible, international students will ultimately achieve either iGCSE English as a First Language grade 4 or above or IELTS Level 6.5 or above.

Admission

Pupils with special education needs will be admitted to Chase Grammar School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is made aware of a child having a difficulty in learning they will make their best efforts to collect all relevant information and plan a relevant differentiated curriculum.

A baseline assessment is carried out on every new International student on arrival at Chase Grammar School using the Oxford Placement Test and an estimated IELTS grade is allocated. A decision is then made on which EAL pathway is most appropriate.

A2: SEND AND EAL (also applies to International Study Centre)

Specific Aims for EAL Students

In addition to the school's aims for all its students, we aim to create an environment in which our international students can:

- Develop competence in the four main language skills: reading, writing, speaking and listening.
- Develop confidence in communicating in English.
- Develop with the necessary language skills to integrate into the life of the school and enable them to share cultural knowledge and experience with home students.
- Improve their IELTS level by 1 point each year that they are with us to acquire a level of English appropriate for:
 1. Success in GCSEs.
 2. Success in AS/A2 Level examinations.
 3. University admission.

Assessment

Regular end of unit assessments are set from Core Schemes of Learning.

Termly internal examinations take place in December, March and June based on Cambridge KET, PET, FCE and IELTS. All results are converted to estimated IELTS levels and recorded on a spreadsheet. This spreadsheet is shared with all members of staff to aid differentiation. Students are informed individually and targets for improvement are set. Results are also recorded and commented on in the end of term report.

Provision for EAL students

Students for whom English is an additional language will be eligible for extra support if it is appropriate to their needs.

Students with EAL will be given enhanced opportunities for speaking and listening with effective models of spoken and written language.

EAL students will be advised on ways of helping them cope with various subjects.

Recognition will be given to students' home language and customs.

Provision for access arrangements for public examinations includes bilingual word-for-word translation dictionaries.

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

‘Stepping Stone’ EAL Curriculum

Prep - Young learners are taught individually on a needs-based programme. The EAL teachers liaise with the class teachers to create a targeted approach which complements their other lessons.

Years 7-11 Students follow KET, PET, FCE or intermediate courses depending on their levels. The courses are according to level and not age so that progress is made as fast as possible. EAL lessons are instead of modern foreign language lessons. If students are of an exceptionally high level, then they take MFL instead of EAL.

Pre A Level Course - students follow an IELTS preparation course to prepare for A levels.

Years 12-13 - Students follow IELTS preparation courses to prepare for university.

Foundation Course - Students follow the Level 3 International Foundation Diploma for Higher Education Studies. This prepares them for entry in selected universities.

EAL cross-curricular guidance for staff

During InSeT, advice is provided by the EAL department to all teaching staff relevant to the needs of students learning EAL, in order to ensure that whole-school responsibility is taken for supporting the needs of these children in school.

Every classroom wall bears a copy of the Chase Charter for Teaching International Students, showing 10 pedagogical techniques by which our international students can expect to be helped to improve their level of English.

My Name:

My Birthday:

What best describes me:

These people are important to me:

My favourite things are:

All About Me

This is me.

I am good at:

These things make my day good:

These things can make my day bad:

I need help with:

What you can do to help me is:

This is who I can go to if I need help:

A2d: Student Provision Plan (also applies to International Study Centre)

Chase Grammar School Student Provision Plan

Name:

DOB:

Year Group:

Review Date:

Date of next review:



| Identified difficulty | Notes |
|-----------------------|--|
| | Word reading: Spelling: Comprehension: |

Staff comments:

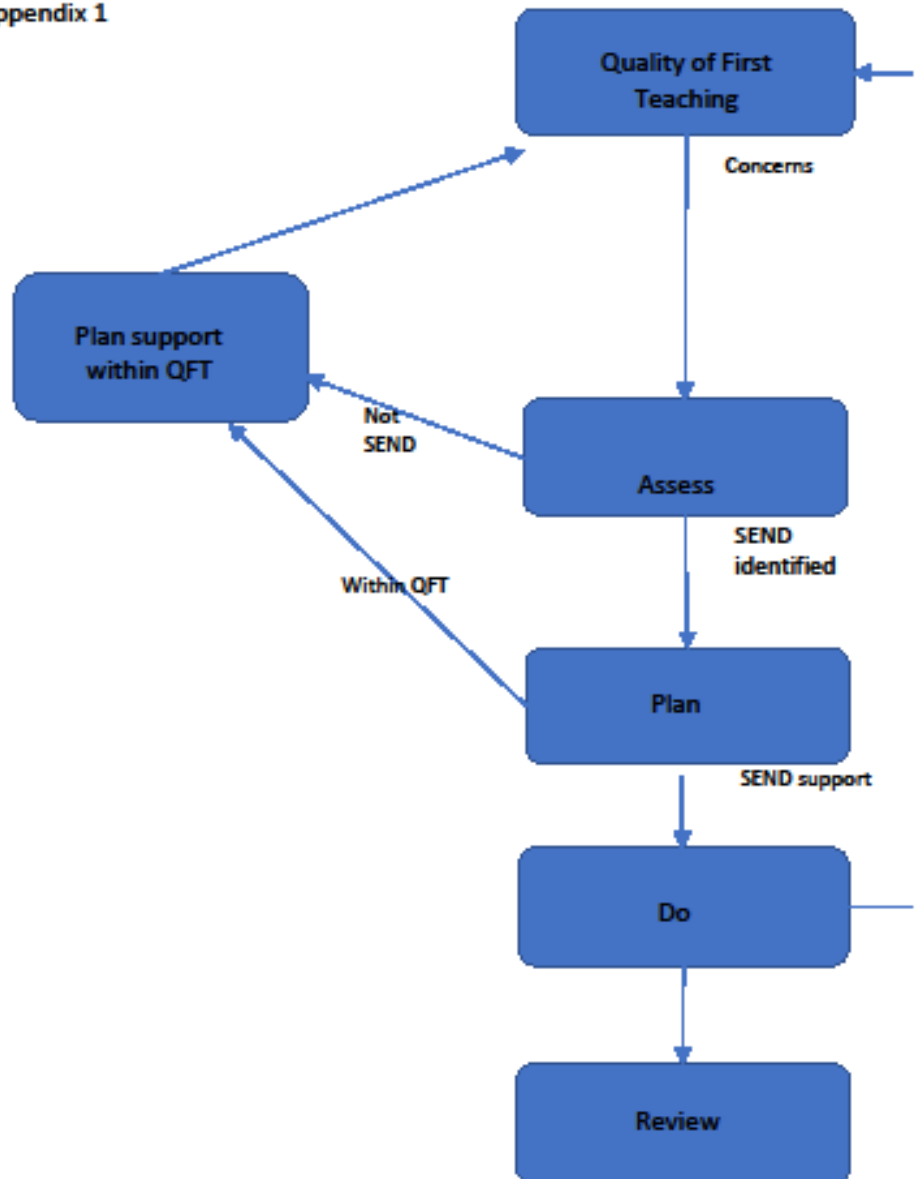
| Strengths | |
|-----------|--|
| | |

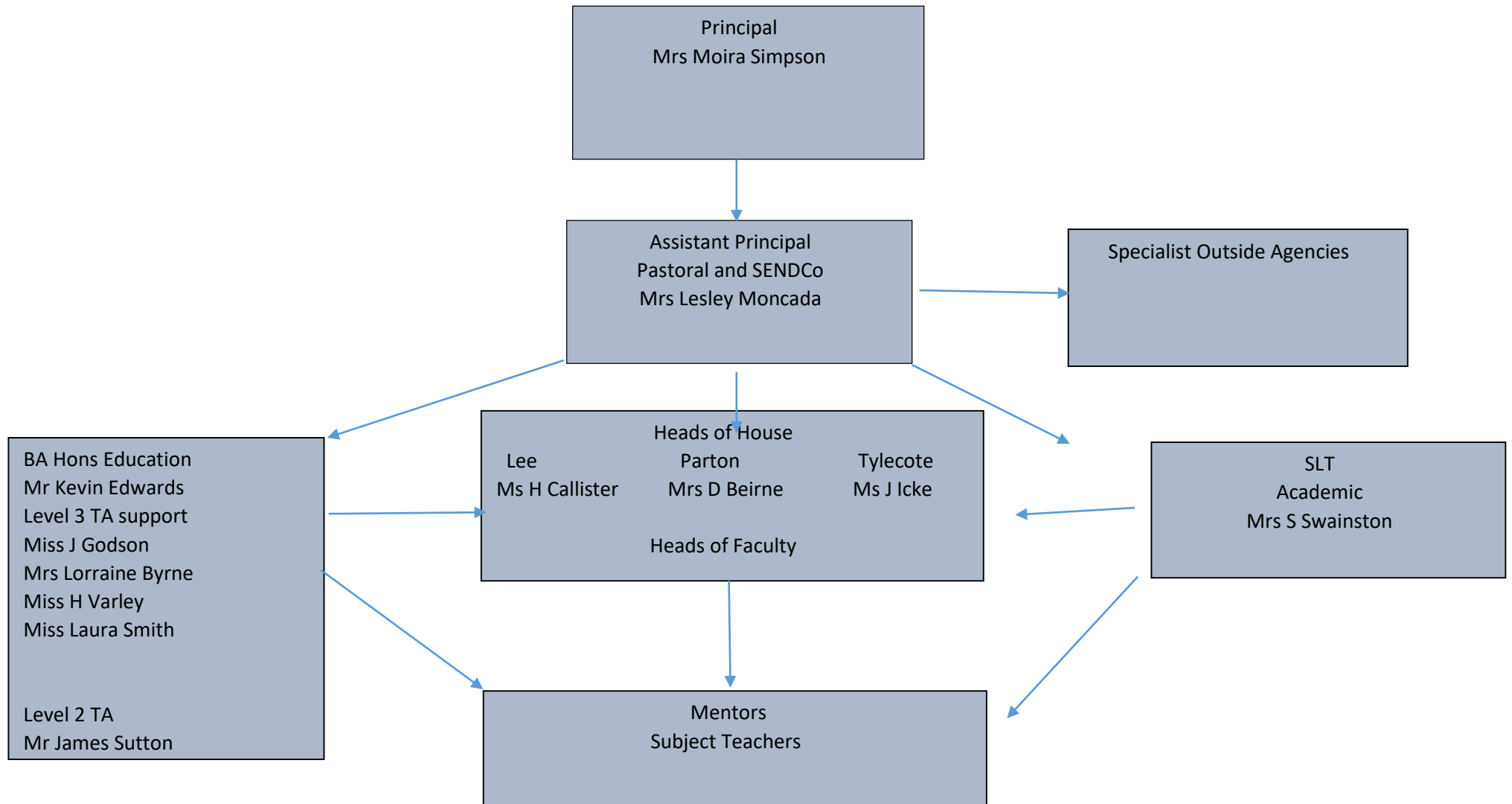
| Provision | Action/Strategy | Review |
|-----------|-----------------|--------|
| | | |

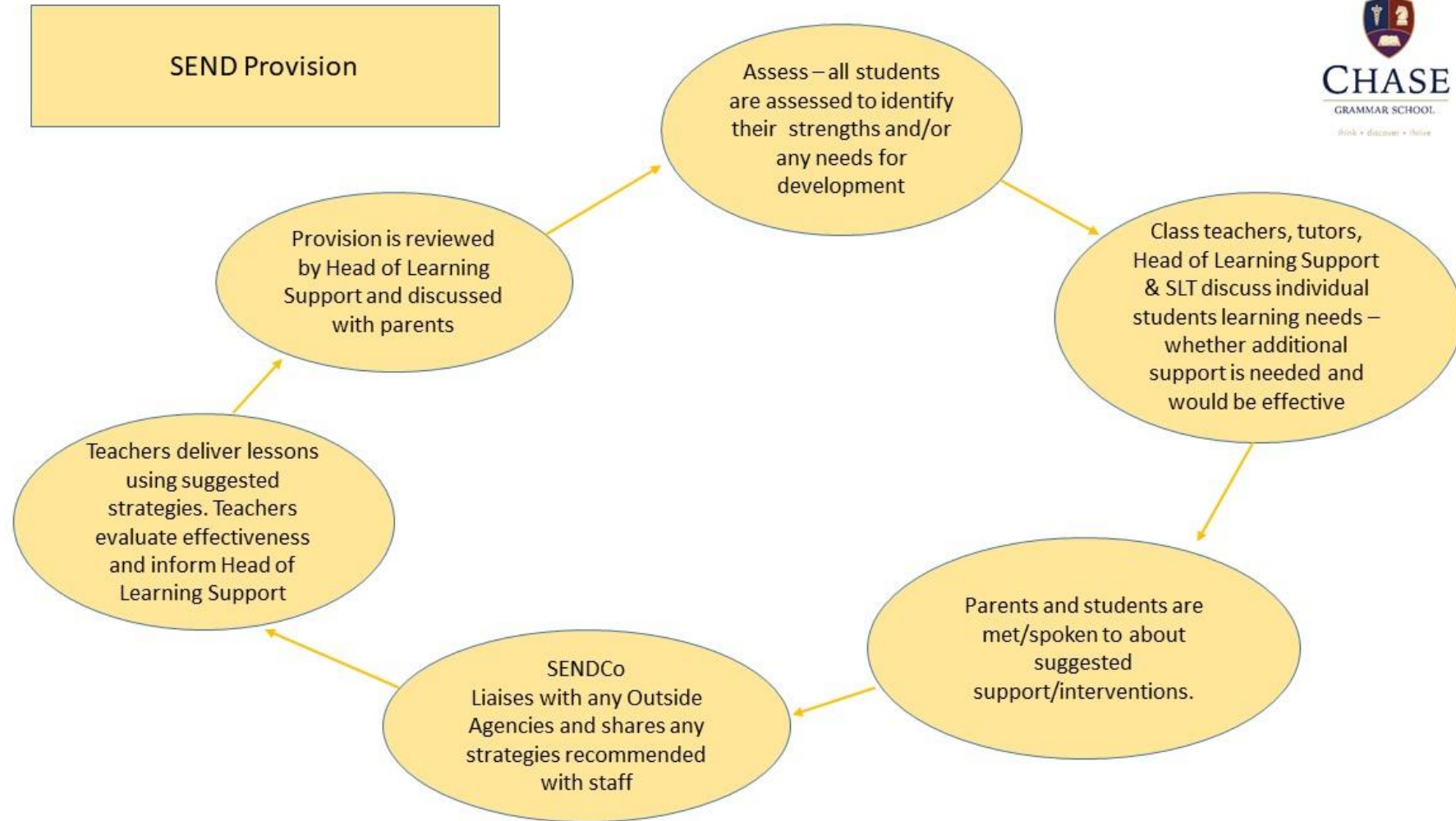
Notes

| Parent liaison | |
|----------------|--|
| | |

Appendix 1







Student Referral Form

| | | |
|--|-------------|---------|
| Student Name: | Year | Date: |
| DOB: | Attendance: | Mentor: |
| Outline of concerns/difficulties: | | |
| Outcome of discussion with teaching staff/overall view: | | |
| Outcome of discussion with student: | | |
| Outcome of discussion with parents/carers: | | |
| Strategies to be used to support learning: | | |
| To be completed by Head of Learning Support after discussion with student, parents, teaching staff & SLT | | |
| Agreed action: | | |
| Referred by: | | |

A2 SEND, A,G&T and EAL Policy (also applies to International Study Centre & EYFS)

Authorised by Richard Baum, Director of Operations Achieve Education and Advisory Board Member

Signature:  **Date: 02.09.2024**