

LEARNING SUPPORT AND EAL POLICY

A copy of this policy is published in the following area:

The school's website

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A. Related Truro School Policies

This Learning Support and EAL Policy should be read in conjunction with:

- Accessibility Plan
- Behaviour Policy – Rewards and Sanctions

B. Aims

Policy Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We believe that all children have a right to a broad and balanced education. We will not discriminate against children in the school with Special Educational Needs and Disabilities (SEND) and aim to supply learning support for pupils as and when appropriate. We will foster a positive, constructive and collaborative approach to those with learning difficulties by providing, as far as possible, the teaching and resources which their needs demand.

The implementation of our SEND Policy is the responsibility of the School but the approach is also one of partnership with parents and pupils, is in line with the new Code of practice 2015 and on occasions it will involve collaboration with outside agencies.

SEND Aims of the School

- To ensure that all pupils are equally valued.
- To ensure that all pupils who require learning support are identified and supported as early as possible and appropriate support is put in place, in line with school policy.
- To ensure that all pupils have access to a broad and balanced curriculum and, where possible, take part in all school activities.

- To provide a differentiated curriculum for learning support appropriate to the individual's need and ability.
- To liaise with parents, Heads of Year, form tutors and subject teachers to ensure pupil progress and success.
- To build on pupil success and raise and maintain the pupil's self-esteem
- To teach the pupil the way that they learn best using a pupil's own strengths to help them learn whilst also building up their weak areas.
- To give pupils the strategies they need to become independent, self-reflective learners so that they may reach their full potential.
- To ensure that pupils who have learning difficulties are involved, where practicable, in decisions affecting the future provision of their learning support.
- To ensure that there is support for teachers to meet the learning needs of all pupils.
- To ensure, where possible, that appropriate resources are available for pupils with either temporary or long term special needs.

Pupils with an Educational, Health and Care Plan (EHCP)

We do not have full facilities and resources to support all students with an EHC Plan and are not currently on the Department for Education's approved list for EHC provision. However, the school's policy is to consider all pupils and prospective pupils regardless of disability/special educational needs, in line with our Admissions Policy.

Sensory impairment/illness

For pupils with a sensory impairment or illness (e.g. auditory or visual) this is managed by the medical staff unless specific extra teaching and/or special examination arrangements are required.

Social, Emotional and Mental Health Difficulties

Pupils with social, emotional or mental health difficulties may be referred to the counsellor who works in school or an outside agency such as the 'Child and Family Centre'. Such referrals will always be preceded by consultation with Deputy Head (Pastoral), Heads of Year and parents.

English as an Additional Language (EAL)

Pupils will not be regarded as having a learning difficulty solely because English is their second language. Pupils for whom English is their second language, and who also need help, are supported by a specialist EAL teacher with a qualification as a Teacher of English as a Foreign Language (TEFL) in the Learning Support Department. Details are given at the end of this policy.

C. Legislation and Guidance

In light of the [Equality Act 2010](#), Truro School is mindful of the importance of equal opportunities for those pupils who have some particular learning difficulties or disabilities.

Following the identification of a pupil with special educational needs, we will have due regard for the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#) (updated

2015) when carrying out our duties. We will ensure that parents are consulted when learning support provision is being offered, what is being offered, and when it ceases.

D. Definitions

Special Educational Needs (SEN)

The school recognises the 0-25 SEND Code of Practice (2015) and uses the same definition of special educational needs i.e.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

There are factors that may impact on progress and achievement but may not be SEN, but need to be considered, these include those children who:

- have English as an additional language
- have a disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- have poor attendance/punctuality

A child in receipt of a diagnosis is not automatically considered a pupil with SEN. This is in line with the definition of a disability according to the Equality Act 2010. The pupil will be monitored by the school to assess the level of impact of their difficulties on their learning and, where appropriate, SEN support will be put in place.

E. Roles and Responsibilities

The Head of Learning Support / SENCO

Our Head of Learning Support performs many of the duties of a Special Educational Needs (and disabilities) Co-ordinator (SENCO).

The Head of Learning Support is Vicky Fiol vjf@truroschool.com

The Head of Learning Support will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaise with Primary school SENCo's when Year 6 pupils transfer into Year 7 at the school
- Liaise with other school SENCo's when pupils transfer at any time during any Key Stage
- Liaise with all post 16 providers when SEND pupils transfer at the end of Year 11
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Setting high expectations for every pupil, whatever their prior attainment
- Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum
- Identify individual pupils not making progress and informing the SENCo
- Provide information when required for SEND reviews/Cause for Concern referrals
- Be fully aware of the school's procedures for SEND and ensure they follow this SEN policy.

Parents

The Learning Support Department sets out to liaise with parents who receive learning support and encourage them to have an active role in their child's education. Parents play a key role in enabling pupils to achieve their potential.

Pupils

Pupils are encouraged to take responsibility for their own progress. They develop skills as reflective learners in order to understand their individual needs and to know what strategies help them. They are consulted about the targets set on their IEPs, and are involved in the review and setting of new targets.

F. SEN information report

Admissions

Pupils with special educational needs are not disadvantaged by the school's admission policy. Pupils applying for admission to the school who have specific learning difficulties are allotted the same exam concessions as they have in place as their normal way of working at the feeder school.

Inclusion

Pupils with special educational needs accepted into the school are afforded the same rights as other pupils and have full access to the curriculum and extra curricula activities. All teachers in the school are teachers of pupils with special educational needs. Our teachers always aim to support the needs of pupils in a wholly inclusive environment.

To assist with this, Learning Support staff work closely with subject teachers and the pastoral team to ensure that each pupil's needs are met so that they may successfully access the curriculum.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical

We recognise the importance of identifying those pupils who might have SEND. We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in place
- consult with parents about their view of their child's progress
- use information from the progress checks– to enable us to identify those children who are making less than expected progress and consider the support strategies that might help them. This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not narrowing between the child and her peers (the gap may even be widening).

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support, and when that support is no longer required.

A Graduated Approach to SEN Support

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

Where a pupil is identified as having SEN we will take action to “remove the barriers to learning” and put provision in place. A Graduated response is adopted (as outlined in the Code of Practice 2015) to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCo, but will be planned and delivered by teaching and support staff. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Support is provided on the basis of meeting individual needs. The school uses the **three wave (or phase) model of intervention:**

Wave (phase) 1: “Every teacher is a teacher of every child including those with SEN“
Quality First Teaching for the whole class, where differentiation is embedded in teaching strategies which take into account the learning needs of all pupils, to ensure pupil progress.

Wave 1 runs through all 3 Waves.

Wave 2: Where a pupil does not make expected progress, despite the Quality First Teaching, further investigation may be required. This will be carried out by the SENCO, in collaboration with teachers, parents and the pupil themselves. Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include a Pupil Passport, teacher Advice Sheet, Exam Access Arrangements. It may also be appropriate to seek advice from the external agencies, including a recommendation for a diagnostic assessment. At this stage there will be a move to SEN Support and the pupil will be placed on the SEND register.

Wave 3: This includes much more focused targeted provision with **small group or one to one support with a Specialist Teacher. Pupils receiving 1:1 support will be supported by an Individual Educational Plan (IEP)**

Pupils from the 1st to 3rd Years are withdrawn from the mainstream teaching programme for one lesson a week to work individually, in pairs or in a small group with a specialist teacher. Withdrawal is on a rotational basis to avoid undue disruption to the curriculum. Pupils are not withdrawn in the first week of the academic year; this is a time when pupils need to meet their new teachers and settle in. In the 4th to 5th Years, pupils are not withdrawn from class lessons but have their support at lunch times or after school. For the Sixth Form, learning support lessons take place in study periods, lunchtimes and after school.

Attendance at scheduled learning support lessons is mandatory and is closely monitored. Non-attendance is followed up in the usual manner through the school's behaviour system. The Head of Learning Support keeps a central record of missed lessons and continued absence could result in the removal of learning support lessons.

When a pupil is receiving Wave 3 intervention, the cycle of Assess- Plan- Do-Review is followed:

Assess: There is regular assessment of pupils' needs so that progress is tracked and compared to peers and national expectations. The concerns / views of parents/carers and the pupil are taken into account. There may also be assessments by external specialists.

Plan: Once a pupil receives SEN Support, the parents/carers are notified to inform of the level of intervention which is in place and the expected impact. Parents/carers will be asked to share in the monitoring of progress through any home learning e.g. Spellzone.

Do: The subject teacher is responsible for working with the pupil during their lessons. If the interventions involve the pupil being away from the main teaching class, they still retain responsibility for the pupil and should liaise with those providing the support/intervention.

Review: There are three Progress Checks throughout the Academic Year, to review progress data. These will identify any areas where progress is slower than expected. The SENCo meets Parents/Carers at Parent's Evenings and at other agreed meetings.

Expertise and training of Learning Support teachers

Head of Learning Support: Ms Vicky Fiol – NASENCO, Specialist Teacher
Learning Support Teacher: Mrs Elizabeth Flowers - Exam Assessor, Specialist Teacher,
Learning Support Teacher: Mrs Annette Martin - Specialist Teacher
Learning Support Teacher: Mrs Charlie Ward - Specialist Teacher
EAL teacher/ Coordinator:

Criteria for Exiting the SEN Register

Where pupils make sustained progress based on the tracking of progress checks and discussions with parents / carers, it may be agreed that no further additional support is necessary. The pupil would then exit the SEND Register.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving from, or to, in compliance with GDPR. We will agree with parents and pupils which information will be shared as part of this.

Exam Access Arrangements and Reasonable Adjustments

Where it has been identified by the SENCO that a pupil may require exam access arrangements, or reasonable adjustments, the school works in strict compliance with the [Joint Council for Qualifications Regulations](#), and in line with the [Equality Act 2010](#).

An identification of a pupil with SEN, or a diagnosis of a learning difficulty, is not a guarantee of an Exam Access allowance.

Beyond SEN provision

In a very few instances the school may feel that it is unable to meet the individual needs of a pupil, in which case this will be discussed with the parents at the earliest opportunity.

G. Pupils with English as an Additional Language (EAL)

The School offers support to pupils for whom English is an Additional Language (EAL pupils), to facilitate their learning and enable EAL pupils to integrate into Truro School and the wider community.

Testing EAL pupils and Support Lessons

At the start of a pupil's time at Truro School all pupils from abroad are tested for their level of proficiency in English using the Oxford Placement Test. This is administered within the school by our EAL specialist. It is free of charge. If a pupil's test results are in the highly proficient range they do not require lessons. If a pupil's test results indicate the need for support, the pupils will then be given regular individual or small group lessons. These lessons do not incur a charge. However, if they require additional lessons to supplement this, then there is a fee payable for such extra lessons; it is School policy for the charge to be placed on the parents' account for settlement at the end of term. Details may be obtained from the EAL specialist teacher or the Director of teaching and Learning.

EAL pupils in the 1st to 3rd Years are withdrawn from timetabled lessons for their support lesson, on a rotational basis. The 4th Years to Upper Sixth have lessons outside lesson time. The pupils are retested at the end of the academic year and if their result is in the Highly Proficient band then lessons will cease.

Sixth Form EAL Preparation for University

If a pupil with EAL wishes to study at an English University, we prepare them to take the International English Language Testing System (IELTS) exam in the Sixth Form. This preparation

takes place during their extra single EAL lesson The school organises the IELTS examiners to come to the school and a group of students will be tested on the same day. The fee is placed on the students account for settlement at the end of the term. Details may be obtained from the specialist EAL teacher.

Exam Access Arrangements for Pupils with EAL

EAL students are allowed the Exam Access Arrangement of the use of a word for word bilingual dictionary. In line with JCQ guidelines on exam access as of September 2015, students are not allowed dictionaries in GCSE English Language and Literature examinations; GCSE Geography examinations; GCSE History examinations; and GCSE Religious Studies examinations. In some rare but not all cases, 25% extra time is also given in line with JCQ regulations. However, extra time is not guaranteed and the EAL specialist makes a decision in consultation with the Head of Learning Support based on satisfying the criteria of the Joint Council for Qualifications (JCQ). No extra time is given at GCE level.