

14. SPECIAL EDUCATIONAL NEEDS (SEN) & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

What are 'special educational needs'?

A pupil has special educational needs requiring special educational provision if he has a learning difficulty. A pupil has a learning difficulty if:

- he has a significantly greater degree of difficulty in learning than the majority of children of his age, or
- he has a disability which prevents or hinders the use of educational facilities generally provided for children his age

SENCO

The SEN co-ordinator (SENCO), is responsible for the day-to-day running of the School's SEN policy.

Aims

Westminster Cathedral Choir School aims to make special educational provision in addition to the standard provision.

Westminster Cathedral Choir School considers applications for pupils with 'specific learning difficulties' or 'special education needs', on condition that the SENCO/academic staff believe they will be able to cope with the School's academic demands and routines, and that the School can provide adequate support for their specific needs.

Westminster Cathedral Choir School reserves the right to limit the number of boys with 'specific learning difficulties' or SEN in each Year Group, to enable their needs to be met. Therefore, any known 'specific learning difficulties' or SEN must be declared at entry.

All pupils, including those with SEN, will have access to Westminster Cathedral Choir School's curriculum. Staff at Westminster Cathedral Choir School will welcome pupils admitted with special educational needs and will adopt a positive attitude towards their needs.

Westminster Cathedral Choir School expects all pupils to fulfil their potential and recognises their achievements as well as their difficulties. Parents are invaluable partners and will be involved in decisions about their son's education.

Westminster Cathedral Choir School aims to provide, to the best of its ability, the best setting to meet the needs of pupils with SEN.

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All staff at WCCS are committed to **Every Child Matters**: the following five outcomes are key to well-being in childhood and in later life: Being Healthy, Staying safe, Enjoying and achieving, Making a positive contribution and Achieving economic well-being

For pupils with SEN statements, the School through the SENCO, will co-operate with interested agencies and comply with the relevant National Code of Practices (and any subsequently issued by other agencies) to ensure appropriate support and provision for pupils with SEN statements.

SEN screening

These are conducted by the SENCO where concerns have been raised by staff, parents or the pupil over a period of time. This screening may include tests of auditory and visual memory, perceptual awareness, sequencing ability, creative writing, spelling and basic maths, fine and gross motor control skills. The Head Master is informed of these results. The SENCO may also suggest that parents organise for the child in question to visit an Educational Psychologist to gain a more in-depth assessment of their child's needs.

Assistance for boys with SEN

Parents are informed and offered guidance and advice as to how to deal with any special need. Once particular SEN have been identified and a report/assessment submitted to the School, the following procedure begins.

- An initial meeting occurs between the parents and the SENCO, to discuss future action
- Parents can speak to the SENCO at Parents' Evenings
- An Individual Educational Plan (IEP) is drawn up by the SENCO, stating the boy's strengths and weaknesses, targets and objectives, plus teaching tips and strategies to help each individual. New IEPs may be presented to the staff at an appropriate meeting of staff. All IEPs are kept on file and are updated at least annually

Pupils, teachers and parents are involved in the selection and monitoring of IEP targets. The pupil and his remedial teacher assess the targets every half of term, and the results are passed on to the parents for comment and acknowledgement.

Remedial tuition is suggested where appropriate. Individual remedial tuition can be arranged at School with a qualified SEN teacher. Individual lessons are limited, but paired or group lessons in both literacy and numeracy are also available. An additional charge will be made for remedial tuition and added to the School bill. Parents will receive a review of work covered every term in the School report, together with any further recommendations.

Assistance for bi-lingual boys or boys with English as an additional language

All pupils with English as an additional language (EAL) will, if necessary, receive support at Westminster Cathedral Choir School. The impact of any additional language will be categorised as one of the following: insignificant, minor or significant. A list of EAL pupils and the degree of impact will be compiled by the SENCO and displayed on the Staff Room notice board and in the SEN file.

Where the impact is significant, the following support is offered

- Weekly remedial tuition within a group, specifically taught to boost reading fluency, comprehension and vocabulary. The specialist remedial teacher will teach these sessions
- Advice and guidance to parents to help boost the English language at home
- Feedback to parents on weak areas identified in School reports
- Discussion of progress and future recommendations with parents at Parents' Evenings

Assistance for pupils by all academic staff

- Through the induction and INSET training teachers are made aware of and trained in recognising signs of SEN
- Yearly plans and schemes of work include specific information about differentiation
- The School is committed to collaborating and communicating with parents about SEN
- Pupils with SEN have equal access to all areas of the curriculum and are taught fully within their class sets, with the exception of weekly specialist one-to-one teaching
- IEPs are reviewed termly by the SENCO and relevant teachers

Provision

The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to pupils with SEN. Provision includes

- Improving access as far as is reasonable through physical changes to the building and by providing extra resources
- Appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs
- Remedial lessons and parental support and guidance for those to whom English is an addition language (EAL)
- Ongoing consultation with parents and pupil, which is essential
- Familiarising all new staff with the SEN policy
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits and membership of professional bodies (e.g. IAPS)

- Helping any pupil develop appropriate practices for recording information e.g. using a laptop computer
- Providing extra time in examinations
- Providing alternative sources or formats of information

Evaluation

Any pupil named on an IEP, a School Action plan or School Action Plus plan should be the subject of regular review until there is no longer cause for concern. The SENCO convenes these meetings.

The review must

- assess the progress made by the pupil
- judge the effectiveness of the education plan and of the specialist involvement, if any
- review updated information
- plan future action and set new targets
- consult teachers, parents and, where appropriate, outside specialists

Links with schools

The School places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to.

- The SENCO makes contact with the receiving school to discuss the child's individual needs
- Support for parents in choice of next school and in preparing for transfer is offered by the Head Master and the SENCO
- Transfer of information is arranged with the parents' consent and includes the SEN file and the child's last School report

Complaints

Any concerns or complaints about the School's provision for a child with SEN should normally be addressed in the first instance to the SENCO. The SENCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Head Master, and the School's complaints procedure will be followed.

Reviewing, monitoring and evaluating the SEN policy

- The SEN Policy is reviewed annually as part of the School's monitoring and evaluation cycle. The Deputy Head/SENCO is responsible for this
- The review includes looking at the effectiveness of identification, efficiency of record keeping, resources and provision

Laptop use

Laptop use in School can only be accommodated under the following criteria

- Specific recommendation by an educational psychologist
- Permission from the Head Master, in consultation with the SENCO

- The pupil has a typing speed of 30 words a minute – tested at the School
- Procedures of operation (printing out/storage etc) are agreed with the SENCO
- Laptop use is allowed for English, History & Religious Studies. (In certain cases, additional subjects may be allowed at the SENCO's discretion)
- All prep must be printed out, trimmed and stuck into the relevant exercise book that evening
- All pupils must have a USB memory stick; work completed during the School day must be printed out at School before the end of the academic day
- All laptops must be on mute at all times
- Boys are not permitted to have games or other multi-media programmes on laptops that are used in school
- All laptops for use in School must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can only be used with specific permission to do so
- Boys and parents are required to sign a WCCS Laptop User Agreement detailing the above conditions of use

Laptops in examinations

- Pupils must use their laptop in exams for those subjects where they normally use a laptop
- The SENCO will submit a list of boys eligible for laptop use to the Head Master in advance of the exams
- Exam papers must be printed out immediately afterwards on the School printer
- Laptop users must sit at the front of the room with their screens visible to the invigilator

Extra time in examinations

Extra time in school exams can only be accommodated

- after specific recommendation by an educational psychologist
- for Year 8 boys throughout the year, and for Year 7 for the summer term examinations

Laptop use and/or extra time at Common Entrance

Prior permission of the senior school for which the boy will be sitting Common Entrance must be obtained before this can be granted. (It should be noted that the senior school will need sight of the boy's current educational psychologist report, which usually needs to be less than twelve months old.)