

SPECIAL EDUCATIONAL NEEDS (SEND) & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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What are ‘special educational needs’?

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

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

SENCO

The Special Educational Needs Co-ordinator (SENCO) is responsible for the day-to-day running of the School’s SEN policy.

SEN provision

The School aims to make special educational provision in addition to the standard provision, as required and outlined by the SEND Code 2015 and the Children and Families Act 2014.

The School considers applications for boys 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.

The 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 registration, and all previous psychologist or professional reports submitted to the School.

The School aims to provide, to the best of its ability, the best setting to meet the needs of boys with SEN. The School will not treat disabled pupils less favourably, and will take reasonable steps to avoid putting disabled pupils at substantial disadvantage in matters of admission and education. A three-year accessibility plan is in place and updated annually by the Deputy Head (Academic).

For boys with EHC (i.e. education, health and care) plans, the School 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 boys with EHC plans.



A list of all boys with SEN, or EHC plans is kept on file and regularly updated, in addition to being reviewed annually by the SENCO. A copy of the SEN register and individual remediation guidance is available to all staff through the shared common drive.

SEN screening

Prior to starting in Reception, boys are assessed for underlying abilities by the Head of Pre-Prep in consultation with the nursery provider, as appropriate. SEN screening at WCCS is overseen by the SENCO where necessary at other points of entry and where the School may need to make reasonable adjustments to accommodate a boy's special education needs, or where concerns have been raised by staff, parents or the boy over a period of time. 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, Head of Pre-Prep and Director of Studies are informed of these results. The SENCO may also suggest that parents organise for the boy in question to visit an educational psychologist to gain a more in-depth assessment of their son's needs. If the results of the SEN screening are borderline, or inconclusive, the boy is kept under review and re-screened the following year.

Monitoring SEN

In addition to the SEN register for boys who have a formal diagnosis of a Specific Learning Difficulty the school also keeps a 'Monitoring Register'. This document includes both SEN boys *and* those who may need some form of additional help or support, but who do not have a formal diagnosis of a Specific Learning Difficulty. The purpose of the Monitoring Register is to ensure that all staff are aware of all the boys who may need some form of additional support and assistance, and to signpost to those strategies that may best be used to help them.

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) and Autistic Spectrum Disorder (ASD)

ADD/ADHD and ASD are both medical diagnoses made (and if necessary treated) by a qualified psychiatrist. The school recognizes these diagnoses when they have:

- a) been made or reviewed within the past two years; and
- b) when WCCS (or the boy's previous education provider) has been involved in the diagnosis through provision of information to the psychiatrist. The school believes that the effective triangulation of information contributing to an ADD/ADSD or an ASD diagnosis is always in the best interest of the boy involved, and is a significant factor in safeguarding his wellbeing. The school recommends that ADD/ADHD and ASD diagnoses are reviewed by a qualified medical practitioner every two years.

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 formally 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 or Head of Pre-Prep at parents' meetings;
- an Individual Educational Plan (IEP) is drawn up by the SENCO, in consultation with staff, parents and the boy, stating the boy's strengths and weaknesses, targets and objectives, plus teaching tips and strategies to help each individual; new IEPs may be presented and discussed at an appropriate meeting of staff; all IEPs are kept on file and are reviewed and updated at least annually after further consultation. The IEP includes recommendations from the boy's Education Psychologist or specialist report.

Boys, teachers and parents are involved in the selection and monitoring of IEP targets. The boy, his parents and the learning support teacher set targets annually. They are reviewed periodically, but at least once annually. Shorter-term individual targets may also be set and reviewed within learning support lesson plans.

Once weekly learning support tuition is suggested where appropriate. Individual learning support tuition can be arranged at School with the SENCO. Individual lessons are limited, but paired or group lessons in both literacy and numeracy are also available. An additional charge will be made for learning support 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, whilst they may also contact the SENCO at any time with day-to-day concerns.

Laptop use

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

- specific recommendation by an educational psychologist/specialist physiotherapist;
- permission from the Head Master, in consultation with the SENCO;
- a typing speed of approximately 25 words a minute – tested at School;
- procedures of operation (printing out/storage, etc.) agreed with the SENCO;
- limitation of laptop use to English, History & Religious Studies (in certain cases, additional subjects may be allowed at the SENCO's discretion);
- prep must be printed out, trimmed and stuck into the relevant exercise book that evening;
- all boys 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, or at home that evening, and stuck into the relevant exercise book;
- 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 in exceptional circumstances);
- boys and parents are required to sign a School Laptop User Agreement detailing the above conditions of use.

Laptops in School examinations

- Boys 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/Director of Studies in advance of the exams.
- Boys should ensure that they have a memory stick to enable the exam papers to be printed out immediately afterwards on a School printer.
- Laptop users must sit at the front of the room with their screens visible to the invigilator.

Extra time in School examinations

A maximum of 25% extra time in School exams can only be accommodated after specific recommendation by an educational psychologist, or other appropriate medical professional. The SENCO will submit a list of boys eligible for extra time to all staff in advance of the exams. Boys with extra time will sit their exams with the other boys in their form; extra time will be given either before or after the other boys complete the exam, at the discretion of the Director of Studies.

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 by parents before this can be granted. (It should be noted that the senior school will need to see the boy's current educational psychologist report, which usually needs to be less than twenty-four months old.)

Other Concessions

Occasionally Educational Psychologists or Child Psychiatrists may suggest other concessions, such as a scribe, reader, voice-activated typing software, rest-breaks, a separate room for exams, additional extra time or one-to-one classroom assistance, but WCCS is only able to offer 25% extra time and laptop use and one weekly Learning Support lesson.

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

The School recognises that the benefits of bilingualism and multilingualism, and does not consider bilingualism to be a learning difficulty.

The school aims to enable all boys to study an English curriculum whenever possible. All boys with English as an additional language (EAL) will be considered, and the degree of impact of their EAL on their progress will be monitored through the usual academic progress tracking systems.

Where the impact of EAL on a boy's learning is significant, the boy will be included on the school's Monitoring Register to ensure that all staff are aware of the boy's needs and effective support strategies. Advice and guidance may also be given to parents to help them boost their son's English language proficiency at home

All boys whose mother tongue is not English are recommended to have an electronic bilingual dictionary/translator to use in class, for prep and for exams in science and maths (and also French if this is not their home language).

Where the impact is significant, the following support is offered:

- weekly learning support tuition within a group, specifically taught to boost reading fluency, comprehension and vocabulary;
- 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' meetings.

General provision for SEN boys by all academic staff

- Through the induction process and INSET training, teachers are made aware of and trained in recognising signs of SEN, and all new staff are familiarised with the SEN policy.
- Yearly plans and schemes of work include specific information about differentiation.
- The School is committed to collaborating and communicating with parents about SEN.
- Boys 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 or small group teaching.
- IEPs are reviewed by the SENCO and relevant teachers on a regular basis.
- The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to boys with SEN. Provision includes improving access as far as is reasonable through physical changes to the building and by providing extra resources.

Links with schools

The School places great emphasis on the procedure resulting in the correct choice of senior school for boys to move on to at the end of Year 8:

- the SENCO can make contact with the receiving school to discuss the boy's individual needs, with the prior permission of the parents;
- support for parents in the choice of the 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 boy's last School report.



Complaints

Any concerns or complaints about the School's provision for a boy 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. Where necessary the School's complaints procedure will be followed.