



Special Educational Needs and Disability (SEND) Policy (including English as an Additional Language (EAL))

1 Introduction

- a) This policy is reviewed and updated regularly. It has been written with reference to the following guidance and documents: Children and Families Act 2014, Equality Act 2010, SEND Code of Practice 0 – 25 (Jan. 2015)
- b) In line with the Equalities Act we will not discriminate against a disabled child and we will make reasonable adjustments to ensure that they are not disadvantaged in school due to their disability.
- c) This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- d) These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and this enables them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- e) Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

The aims of this policy are:

- to have regard to the guidance provided in the SEND Code of Practice 2015
- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified and appropriate guidance given to parents, and advice is given when specific, expert help may be required.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs and ensure any difficulties are discussed regularly at staff meetings.
- to enable all children to have full access, where possible, to all elements of the school curriculum.
- to ensure that parents are able to play their part in supporting their child's education.

- to ensure that our children are consulted where appropriate.
- to work closely with support agencies, where appropriate, to support the needs of individual children.
- to have expectations and suitable targets for every child.
- to ensure that the child will generally take part in lessons in their classrooms with their peers. Group or individual support may also be provided as appropriate.

3. Educational Inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation wherever possible. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioral needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities where appropriate
- helping children to manage their behavior and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special Educational Needs

- a) Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age nationally
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- they are under school age and the above points relate to the child's development. See point 9.

- b) Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We also visit our Early Years children in their own setting before they join us. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- c) If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions and support that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. Support where necessary may be offered by a special needs teacher or a classroom assistant after consultation with the Parents.
- d) We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place during Parents' evenings (Autumn and Spring Term).
- e) In our school the SENDCO is Mrs. Bell for children aged 5 – 11.
- f) Mrs. Ives is responsible for children aged 3 – 5.
- g) Class teachers are responsible for ensuring that appropriate support is given when necessary, that Parents are kept fully informed and that any relevant paperwork is given to Mrs. Bell / Mrs. Ives. All I.E.P.s must be kept on the Class teacher's assessment file and passed up to the next teacher at the end of the school year. For Years 1 to 6, an electronic copy is kept in the confidential SENDCo file.
- h) A hand up meeting is held at the end of every year by Class Teachers to ensure that the next Class Teacher is fully informed about their new class and an evaluation or review of needs is detailed on the ensuing hand up notes.
- i) SEND provision is reviewed regularly at weekly staff meetings and may refer to individuals or SEND in general.

5 Allocation of Resources

- a) The Head Master informs the Board of Directors about how any funding allocated to support special education needs has been distributed

6 Assessment

- a) Early identification is vital. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.
- b) The class teacher assesses and monitors the children's progress in line with

existing school practices. This is an ongoing process. An individual tracker is produced for children within their peer group.

- c) The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- d) Miss Howard/Miss Belasova offer "Fresh Start "sessions in the Junior school for children that need extra support with their reading. Intervention sessions for Read, Write Inc. are offered in the Infants by Miss Belasova/Mrs Atkins and/or the class teacher.
- e) Where necessary, it is possible to ask for a detailed assessment by an educational psychologist. The class teacher, Mrs Bell, Mrs Ives and Mr Wilkins will discuss this together before approaching parents and requesting the services of Dr. Elizabeth Davies at First Class Assessments or Mrs A Fryatt at Assessment for Dyslexia. The cost of this report will be paid by parents. Initial consultations are offered by both professionals to establish assessment needs and cost prior to assessments being carried out.
- f) In consultation with Parents or carers, the Head Master and the school SENDCO (Mrs Bell), the decision is made to place a child on the school's SEND or EAL registers.

7 Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- a) understand the relevance and purpose of learning activities
- b) experience levels of understanding and rates of progress that bring feelings of success and achievement.
- c) Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- d) Individual Education Plans, which employ a small-steps approach, feature in the provision that we make in the school.
- e) We support children in a manner that acknowledges their entitlement to share as far as possible the same learning experiences that their peers enjoy. We generally do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.
- f) High quality teaching is vital to all children; teachers need to "assess, plan, do and review", to support all our SEND children.

8 Partnership with Parents

- a) The school partners closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

- b) The school's policy for special educational needs is made available to any parent on request.
- c) We have meetings to share the progress of special needs children with their parents. This will usually take place during our Parents' Evenings (Autumn and Spring Term). Termly reports are issued to parents of all children.
- d) Parents shall notify the Head Master when completing the School's Confidential Information form and subsequently in writing if they are aware or suspect that the pupil has a learning difficulty and the Parents must provide the School with copies of all written reports and other relevant information. Parents will be asked to withdraw the pupil, without being charged Fees in lieu of notice if, in the professional judgement of the Head Master, and after consultation with the Parents and with the pupil (where appropriate), the School is unable to provide adequately for the pupil's special educational needs. The School reserves the right to charge for the provision of additional or specialist teaching.
- e) Parents may request additional meetings in addition to Parents' Evening to discuss IEPs with their child's class teacher, Head Master & SENDCO

9 Children under school age

- a) Mrs. Ives is the school SENDCO for children under 5.
- b) Mrs. Ives will liaise closely with outside agencies where appropriate, provided parental consent is given, and assuming there are no child protection issues.
- c) The school policy for children under 5 is reviewed and updated in line with the revised code of practice (Special Educational Needs DfES 581/2001 – Section 4) and follows the Early Years Action and Early Years Action Plus procedure where this is considered necessary.
- d) When necessary, advice and support will be obtained from the Early Years Support Service Teacher.

10 Education, Health and Care Plans

From September 2014, Statements of Special Educational Needs have been replaced by Education, Health and Care Plans which can be used to support children and young people from birth to 25 years with lifelong or significant difficulties.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care.

A Local Authority must conduct an assessment of education, health and care needs when it considers it may be necessary for special educational provision to be made for the child in accordance with an EHC plan.

An EHC assessment will not always lead to an EHC plan. The assessment may indicate ways in which the school can meet the child's needs without a plan.

The Local Authority will make the decision about whether a child is eligible for an EHC plan.

Children who live outside the Lincolnshire catchment area will have EHCP applications considered by their county's local authority

Where a prospective pupil has an EHC plan the school will consult with parents and the Local Authority to ensure that the provision specified in the plan can be delivered by Grantham Preparatory International School, and that any funding or resource costs will be fully met by the Local Authority before a place is offered.

Our school will co-operate with the Local Authority to ensure reviews of EHC plans are carried out as required.

Staffing and auxiliary aids will be allocated in line with the Local Authority's requirements as detailed in the child's EHC plan. This refers to 1:1 support, hours provided and the purchase or provision of specially adapted resources.

11 English as an Additional Language

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is, or will be taught, is different from a language (or form of language) which is, or has, been spoken at home. If appropriate, support will be given.

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Guidelines

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
3. To work with parents to promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support children's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their children's learning.
9. To celebrate multilingual skills and promote linguistic diversity with all pupils.

Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

12 Monitoring and Evaluating

- a) The class teacher discusses Individual Education Plans for children with the SENDCo and/or Head Master where appropriate. Children with Special Needs are discussed at staff meetings.
- b) The SENDCo, (Mrs. Bell) along with the Head Master consider any amendments in the light of the annual review findings and/or changes to current SEND/EAL advice. The Board of Directors also reviews this policy annually.

Date Reviewed	Reviewed by
05.01.25	MW/WB
10.09.25	MW/WB