



**Cleve House
International School &
Preschool
Special Educational
Needs & Disability and
EAL Policy**

November 2023

For information and guidance and incorporating the school's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

SEND & EAL Policy

Policy Title	SEND & EAL Policy
Function	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	Approved
Audience	Students, Parents/ Carers, Headteacher, Teachers, Support Staff, Independent Schools Association etc.
Ownership / Implementation	The Headteacher has overall responsibility for ensuring that this policy is implemented.
Implementation Date	September 2023
Review period	Annually
Last Reviewed	September 2023

SENDCo Details

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History of Most Recent Policy Changes

Date	Page	Change	Origin of Change e.g. Change in legislation

Legislation & Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance documents:

- The Equality Act 2010 and Schools: Advice for School Leaders, School Staff, Governing Bodies and Authorities (DfE, May 2014)
- Schools SEND Information report Regulations (2014)
- Supporting Pupils at School with Medical Conditions (DfE, December 2015)
- Cleve House International School & Preschool Safeguarding Policy
- Cleve House International School & Preschool Accessibility Plan
- Teachers' Standards (DfE, December 2021)

Rationale

Cleve House International School (CHIS) is committed to providing an appropriate and high quality education to all the children attending the school. We believe that all children, including those identified as having 'special educational needs', have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

CHIS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development; or may relate to factors in their environment, including the learning environment they experience in school. We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At CHIS, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve their full potential.

Objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs and disabilities.
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEND.
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage of planning to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Identifying Special Educational Needs

In the new guidance, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'. The broad areas of need (page 98 of the guidance) are:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

At Cleve House International School & Preschool, we identify the needs of students by considering the needs of the whole child which will include other aspects, and not just the special educational needs of the child or young person.

Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

A Graduated Approach to SEND Support

Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all children. Class teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Leadership Team regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

If there are further concerns for a child the class teacher/SENDco will:

- Collect further evidence of the child’s needs including any formative data or support agency advice.
- Observe learning used to identify strengths with a focus on what the child can do.
- Meeting with parents to discuss their views and how they are able to support
- Ascertain the views of the child
- Plan and set targets and regularly keep parents informed of progress

- Review plans with parents and set new targets if progress has been made in line with expectations

If, after a period of 'early action' where students have not made adequate progress the class teacher with the SENDCo will consider if further or continued support is required. If this is the case, the child will now be identified as receiving SEND Support, and move to further support, this is recorded as 'Noted Need'.

Parents are informed of this through a meeting. We will inform them that their child will be recorded on our school tracking system as receiving SEND Support and also the category of need.

Managing Students' Needs on the SEND Register

If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may need to be sought e.g. an Educational Psychologist.

Progress of SEND Support students is monitored and discussed with parents. When children have made progress in line with their peers and are at age related expectations we will consider taking them off SEND Support. The performance of these children will continue to be monitored to ensure progress has been sustained.

If expected progress is not evident, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment (EHC needs assessment). This may lead to an Education, Health and Care Plan; this process will take 20 weeks (minimum). The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LEA's current 'Criteria for making a statutory assessment'. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Once an EHCP is in place it will be reviewed annually through the annual review process. Parents will be involved throughout all processes involving their child and will be invited to meetings with the class teacher, specialist support staff and SENDCO as appropriate. Students are involved in target setting and their views sought.

Supporting Students & Families

Regular communication between school and home will ensure that concerns are promptly acted upon. Students and Families will be involved at all stages of the SEND Support process and will have Progress Meetings and Progress Reports provided by both the Class Teacher and SENDCo as required. Children who are added to the SEND Register will have a 'Student Passport' created, which is shared with staff in order to provide a snapshot of the support needed and outline any access arrangements.

Supporting Students at School with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the

case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Cleve House School uses IHCPs (Individual Healthcare Plans) to address the needs of students with medical conditions to effectively plan and deliver provision pertaining to health specifically.

Individual Education Plans (IEPs)

The SEND Code of Practice para 5.40 recommends using school-based plans to support students with SEN. At Cleve House International School & Preschool these are referred to as IEPs. The CHIS IEP template is to be used and contains exemplar IEPs. The IEP will be used to support students who, despite targeted support, are still failing to make expected progress or working at a level significantly below that of their peers. The plan should be reviewed at least 3 times per year; progress must be tracked.

The IEP:

- is a planning, teaching and reviewing tool
- should comprise of teaching and learning plans that set out:
 - What should be taught
 - How it should be taught
 - How often the different or additional activities will be provided
- is structured to plan differentiated steps and teaching required to help students achieve desired targets
- is a working document
- must be accessible and understandable to all concerned
- should focus on three or four key individual SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime Bound) targets and should include information about:
 - The short-term targets.
 - The teaching strategies.
 - When the plan is to be reviewed.

Accessibility & Inclusion

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Cleve House International School's Accessibility plan can be found on our website. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Cleve House International School & Preschool works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

All students have access to school trips and visits around the local area; where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all and parents/ carers are invited to join their child's class. Upper Key Stage 2 students are invited to take part in a residential visit and all students are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

Staff at CHIS value students of different abilities and support inclusion. Please refer to our Equality, Diversity and Inclusion Statement which can be found on the Cleve House International School & Preschool website for further information.

English as an Additional Language (EAL)

Aims and Objectives

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and with our EDI Statement and Equal Opportunities Policy.

Coordination of Provision for EAL pupils

The teacher with overarching responsibility for EAL is the SENCO. They are responsible for overseeing arrangements for the implementation and co-ordination of the EAL policy.

All staff are responsible for supporting EAL pupils in their learning within the classroom setting. Strategies may be sought in consultation with the teachers with responsibility for EAL.

In the EYFS, the Learning Support Coordinator will discuss with the pupil's key person how reasonable provision will be made for EAL children to have opportunities to develop and use their home language in play and learning while ensuring sufficient opportunities to learn and reach a good standard in English language. In turn, the key person will discuss with parents how they can help support the child's language development at home. If the child does not have a strong grasp of English language, the key person and Learning Support Co-ordinator will also work with parents to establish if there is any cause for concern about language delay by exploring the child's skills in the home language.