

ST MARGARET'S PREP



ST MARY'S CALNE

**SEND / EAL**

**Learning Support Policies**



ST MARY'S CALNE

# SEND (Learning Support Policy)

Issued by:	Head of Learning Support (S JL)
Last review:	October 2024
Next review due:	October 2025
Governors Reviewed:	Autumn Term 2024
Location:	Website Staff Portal



## ST MARY'S CALNE

### **SEND, LEARNING SUPPORT POLICY**

#### **Introduction**

St Mary's Calne is committed to offering a curriculum that meets the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). The school commits to full entitlement and access for pupils with statements and SENDs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem and to stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.

The School will do its best to meet the needs of each pupil within the resources available. This policy seeks to inform teaching and learning throughout the school as well as ensuring that provision is made for pupils with SEND. Provision for pupils with SEND is a matter for the school's governors, the Head, the Head of Learning Support, and all members of the teaching staff. St Mary's Calne is committed to a fully inclusive approach to SEND.

The school aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014. As an independent school, the School does not have a statutory obligation to comply with the Code of Practice.

St Mary's Calne is an independent day and boarding school for girls from 11-18 years, Entrance is through entrance examinations, Common Entrance results, GCSE scores, reference from current school, other examination and test scores and interviews. EAL speakers (English as an Additional Language) may have additional tests to determine their understanding and usage of the English language. The school's curriculum is more suited to the needs of the more able pupil; nevertheless, there are some students with mild/moderate Specific Learning Difficulties including mild/moderate dyslexia, mild/moderate dyspraxia, mild attention deficit and hyperactive disorder and mild communication disorders including mild autistic spectrum disorders. If a girl has an EHC plan, appropriate measures will be put in place to ensure she can access the curriculum as fully as possible.

N.B. Although St. Mary's recognises that the definition of "Learning Difficulty" does not apply to girls whose main language at home is not English (EAL), the girls who are receiving additional help are under the umbrella of the Learning Support Department.

St Mary's Calne undertakes to make reasonable steps to ensure equal access for all pupils to all areas of school life, within what can be reasonably provided given the resources of the School, including: the financial cost of making the adjustment, making the adjustment practicable and effective; the effect of the disability on the pupil; Health and Safety requirements; the need to

maintain academic, musical, sporting and other standards; and the interests of the other pupils and prospective pupils.

### **Definition of SEN:**

A child has 'Special Educational Needs' if she has a learning difficulty, which calls for special educational provision to be made for her.

A child has a 'learning difficulty' if

- i) She has a significantly greater difficulty in learning than the majority of children of her age – ie she has a report from an Educational Psychologist showing that she has below average scores in literacy, numeracy, processing speed or working memory. Her learning difficulty is likely to be such that she would meet current JCQ criteria for extra time in exams. Mild specific learning difficulties do not automatically equate to a 'learning difficulty'; however the School recognises that pupils with specific learning difficulties may at various key stages in the education need support to develop their study skills within the context of an academically selective school.
- ii) She has a disability which either prevents or hinders her from make use of the education facilities of a sort normally provided for children of her age in mainstream schools with the area of the local authority.

### **Definition of Disability:**

A person has a disability if:

- i) They have a physical or mental impairment, and
- ii) The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the Head of Admissions any reasonable adjustments that would need to be put into place, well in advance of application for a place at the school.

### **Aims and Objectives:**

- To implement good practice in compliance with current legislation.
- To anticipate and meet the needs of those pupils identified as having SEND/ EAL.
- To ensure that no pupil is discriminated against, in any areas of school life, on the basis of SEND.
- To ensure that wherever possible reasonable steps are taken to ensure equal access to learning, regardless of SEND.
- To identify, at the earliest opportunity, any pupil who may have SEND.
- To ensure that all pupils' records include information relating to their SEND.
- To ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of all staff.
- To conduct regular reviews of the pupils' progress.
- To work in partnership with parents and tutors at all stages.
- To provide support for teachers so that they can make reasonable adjustments for the individual learning needs of pupils.

**Identification:**

The process starts with consideration of transfer documents of new girls and, if necessary, further consultation with previous schools. All new Fourth Form girls are given a series of Screening Tests which are used in the process of identification of pupils needing support. Teaching staff observe Lower Four classes and refer any pupils causing concern to the Head of Learning Support. The Learning Support referral procedure will then be adopted. Specific requests for support are also considered from parents and teachers. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as possible within the limits of available resources.

**Organisation:**

Some pupils will be withdrawn for individual help in the Learning Support area and will also receive targeted help in the classroom; subject staff will be advised by the Head of Learning support, of suitable classroom strategies. Some students may only need classroom support and their progress will be regularly reviewed to consider if additional support is needed.



ST MARY'S CALNE

## EAL Policy

Issued by:	Head of Learning Support (S JL)
Last review:	November 2024
Next review due:	October 2025
Governors Reviewed:	Autumn Term 2024
Location:	Website Staff Portal



## ST MARY'S CALNE

### EAL POLICY

#### **Introduction**

St Mary's Calne is committed to offering a curriculum that meets the individual needs of all its pupils, including those for whom English is not their first language.

The school will do its best to meet the needs of each pupil within the resources available. This policy seeks to inform teaching and learning throughout the school as well as ensuring that provision is made for pupils with EAL. Provision for pupils with EAL is a matter for the school's governors, the Head, the Head of Learning Support, and all members of the teaching staff. St Mary's Calne is committed to a fully inclusive approach to EAL.

St Mary's Calne is an independent day and boarding school for girls from 11-18 years, Entrance is through entrance examinations, Common Entrance results, GCSE scores, reference from current school, other examination and test scores and interviews. EAL speakers (English as an Additional Language) may have additional tests to determine their understanding and usage of the English language. EAL girls at St Mary's Calne come from a range of ethnic, economic and linguistic backgrounds.

N.B. Although St. Mary's recognises that the definition of "Learning Difficulty" does not specifically apply to girls whose main language at home is not English (EAL), the girls who are receiving additional help are under the umbrella of the Learning Support Department.

In line with the requirements of the Race Relations Act 2000 and Equal Opportunities Act 2010 we ensure that we meet the full range of needs of those girls who are learning English as an additional language.

St Mary's Calne undertakes to make reasonable steps to ensure equal access for all pupils to all areas of school life, within what can be reasonably provided given the resources of the School, including: the financial cost of making the adjustment, making the adjustment practicable and effective; Health and Safety requirements; the need to maintain academic, musical, sporting and other standards; and the interests of the other pupils and prospective pupils.

#### **Aims:**

To welcome and value the cultural, linguistic and educational experiences that girls with EAL bring to the school.

To support EAL girls to gain in confidence and fluency in speaking, listening, reading and writing in English to be able to fulfil their academic potential and integrate fully into life at the school.

To assess the needs of girls with EAL and to give appropriate provision throughout the school.

To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

### **Provision, assessment and evaluation of EAL:**

Parents and/or guardians inform the school through the Admissions Department if the first language of the child is the first and/or main language is a language other than English.

Admissions will inform staff and the Learning Support Department if there are any grades in English Language which have been reached at previous schools.

The Admissions process involves an interview, which will give the school a better understanding of the level of English reached.

EAL students will meet with the EAL teacher at the start of their time at the school to ascertain how much support might be needed.

Lessons are on a one-to-one basis and placed at the same time every week on the timetable. Support may be a condition of entry to the school, with the cost agreed and borne by the parents.

Parents agree to additional support through the Admissions process.

Some students may require more than lesson per week, and this is agreed with parents and tutors are informed.

The EAL teacher works closely with the English Department and decisions to reduce or increase support are made after consultation with the relevant English teacher and other relevant subject staff. Tutors are also involved in ascertaining the level of support that might be needed and work as a team to ensure that girls needs are met.

The EAL teacher will contact parents either directly or through tutors to advise on how best to support at home.

The EAL teacher is represented by the Head of Learning Support at all parents' meetings and if any further discussion is needed, she is available to contact parents or guardians directly.



ST MARGARET'S PREP  
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## Special Educational Needs & Disabilities (SEND) Policy

Issued by:	Alex Hopkins – Head of Prep School Olivia West – SENDCo
Last review:	September 2024
Next review due:	September 2025
Review by Governors:	September 2024
Location:	Website Staff Portal



# ST MARGARET'S PREP

## CALNE

### **Special Educational Needs & Disability Policy**

#### **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *Special Educational Needs Code of Practice 2014 p.15*

#### **Special educational provision means**

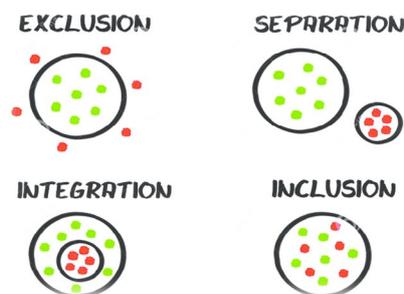
For children aged two or more, special education provision is education or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years provider. *Special Educational Needs Code of Practice 2014 p.16*

#### **Our vision**

St Margaret's Prep have expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe. School should be a place held in high esteem by pupils, staff, parents, governors and the wider community. We want pupils and staff to enjoy coming to school every day and take pride in moving their school ever forward.

#### **Our aim**

To enable all children including those with Special Educational Needs and Disabilities to benefit as fully as possible from their education. We will ensure access to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that children will need to become active and responsible citizens. We aim for every child to be confident, enjoy success and develop to their full potential, in line with their peer group.



### Objectives of the policy are to

- Value the achievements and abilities of all our children
- Identify pupil's individual needs at the earliest possible stage and target those needs effectively so that their attainment is raised
- Show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible as soon as they start school. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners.
- Promote the self-esteem of children with special educational needs, acknowledging and celebrating progress that they make
- Monitor every child in school through pupil progress meetings with class teachers and the leadership team, liaison with parents, learning walks and reviews.
- Provide the most effective support we can for our pupils with SEND:
  - Quality First Teaching and Responsive Teaching (differentiation)
  - Early identification and assessment of pupils with SEND
  - Carefully targeting resources, including human time and specialisms, at individuals and intervention groups
  - Ensuring additional support is delivered in a such a way as to minimise disruption to the child
  - Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
  - Involving the child in the identification and review of targets through discussion, marking, guided groups and individual targets
  - Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork

### SENDCo role

The SENDCo is responsible for the coordination of provision for special educations needs within the school. This involves working with the Head of Prep School, the Leadership team and the Governors to determine the strategic development of the policy. Other responsibilities include:

- The day-to-day implementation of the SEND policy
- Monitoring, evaluating, and reviewing policies and practices relating to SEND
- Coordinating provision for children with SEND to meet their needs effectively

- Devising Individual Learning Plans for children at Stage 2 of the SEND Register in conjunction with outside professionals and class teachers
- Meeting regularly with class teachers through Pupil Progress Meetings to discuss the needs of the children on the send register, to identify vulnerable children and to help staff to identify appropriate strategies and resources.
- Evaluating the effectiveness of interventions
- Assessing and identifying children's needs
- Working in partnership with class teachers in the formulation and review of My Support Plans, and any recommended actions from external agencies
- Leading, managing, supporting, and developing the Teaching Assistant team including the provision of regular training
- Monitoring and tracking the progress of children with SEND
- Working in partnership with outside agencies connected with children on the SEND register
- Collaborating with parents or carers of children with SEND including meetings and Annual Reviews
- Maintaining up to date records for pupils with SEND and overseeing the record keeping for all children with SEND
- Overseeing and maintaining specific resources for SEND
- Facilitating appropriate training and professional development for staff in the field of SEND
- Requesting Education, Health, and Care Plan assessments where appropriate
- Working in partnership with class teachers to implement and review Education, Health and Care Plans (EHCPs) and any recommended actions from external agencies
- Manage and lead Annual Review of Educational Health and Care Plan reviews

The SENDCo holds the national post-graduate qualification for SEND (NASENCO). There are also other members of staff who have a range of qualifications and experience in supporting, and teaching children with additional needs. They are deployed as appropriate in a range of ways including:

- Direct teaching or support to children with SEND
- Identification and assessment
- Supporting planning
- Staff training and development

### **Admission Arrangements**

We strive to be a fully inclusive school and all children will be treated according to their needs in line with the school's approach to equality of opportunity. We assess the level of additional needs on application and will liaise with parents accordingly. While St Margaret's is a non-selective school, we are unable to support children with complex additional needs.

### **Allocation of resources**

Special Need resources for most pupils can be found in their classrooms. Class teacher and Teaching Assistants develop resources for specific children to use (these should be handed to

the next teacher during transition meeting at the end of each academic year). We are fortunate to have additional rooms which may be used for intervention groups and are in constant use by teachers, Teaching Assistants and outside agencies.

Teachers and Teaching Assistants work together in teams to ensure effective responsive teaching and deployment of adult support. Liaison with the SENDCo and Leadership Team inform this practice.

Pupils who require additional SEND support will be provisioned for and may be allocated specific resources such as access to IT programmes, the Inclusion team or teaching support.

### SEND Staffing

Leadership	Olivia West (SENDCo) - 0.6
Learning Support	<p><b>Learning Support Teacher:</b> Mike Callahan – 0.4</p> <p><b>TAs:</b> Danni West – ELSA &amp; TA Alison Salsbury – TA &amp; Lightning Squad Lead Annabelle Langford -TA Jayne Miller - HLTA Natalie Melvin – EYFS TA Lise Pearce – EYFS TA Jaina Badesha – EYFS TA Shanice Garrick – EYFS TA Raiha Ward – 1:1 TA</p>

### Identification, assessment, and review

In accordance with the Children and Families Act 2014, our school aims to identify special educational needs at the earliest point and then to make effective provision that improves the long-term outcome for the child. Class teachers and subject leaders, supported by the senior leadership team, will regularly assess and monitor the progress of all pupils.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's area for development. Where progress continues to be less than expected the class teacher, working with the SENDCo will assess whether the child has SEND. Where appropriate the school will engage with other professionals to support the assessment process. The class teacher will liaise with parents/carers to discuss and share concerns.

The school follows the guidance of the Code of Practice 2014, implementing a graduated response to need.



We identify the needs of children with SEND in line with Wiltshire’s Graduated Response to Special Educational Needs (WRGSS) documents. The WRGSS reflects the broad areas of need outlined in the SEND Code of Practice 2014.

The categories are as follows:

**Cognition and learning e.g.**

- Moderate learning difficulties (MLD)
- Specific learning difficulties e.g., dyslexia, dyspraxia, dyscalculia (SpLD)

**Communication and Interaction e.g.**

- Speech, language & communication (SLCN) e.g., articulation or language delay
- Autism spectrum disorders (ASD)

**Social, emotional, and mental health difficulties e.g.**

- Attachment

**Sensory and/or physical e.g.**

- Hearing impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical disability (PI) e.g., Cerebral palsy

**Access to the curriculum**

All teachers design the learning activities in ways that are accessible for all children within the classroom. To guard against dependency, we expect all children to spend time working independently as well as having focus time with their class teacher.

Different groupings may be used in the classroom to provide opportunities for pupils to work at their own pace with or without support. Assessment activities enable children to demonstrate their understanding in a variety of ways. Collaborative learning styles are encouraged, as well as different methods of recording. The class teacher liaises with the SENDCo to provide the most effective support for some children.

Children may be withdrawn from the classroom only when it is considered that this will facilitate their learning. Great care is taken to ensure this will not affect their entitlement to the whole curriculum.

**Initial Concern**

Class teachers will use a range of teaching and learning approaches as part of their Quality First and Responsive teaching arrangement to meet the needs of the children in our school. However, where careful identification and assessment is determined that a child is not making adequate progress the class teacher will review the strategies and approaches that are currently being used and consider ways these might be developed in liaison with the child and parents/carers.



Where there is evidence that the child needs help over and above that which is normally available within class, or school, the child's need will be supported through St Margaret's Learning Support system.

### **Monitoring**

Through the Quality First teaching approach, class teachers will identify gaps in children's learning and respond accordingly. This will be through deployment of the TA, booster groups, reasonable adjustments and in class small group support. Where gaps are not plugged, and progress is slowing the child will move to stage 1. The class teacher liaises with the parents and makes the SENDCo aware of children at the monitoring stage and progress is reviewed during Pupil Progress Meetings which involve the class teacher and SENDCo.

### **Stage 1**

Stage 1 is administered and monitored by the class teacher. The class teacher will implement evidence-based interventions, and these will be delivered by the TA/ESA. The majority of interventions are delivered for a short amount of time, several times a week. The impact of these interventions are monitored termly. As per 'Monitoring', the class teacher liaises with the parents, makes the SENDCo aware of children at Stage 1 and progress is reviewed during Pupil Progress meetings which involve the class teacher and SENDCo.

### **Stage 2**

Following a period of Stage 1 intervention where progress has not been made, further assessment of a child's need may be recommended through a referral to an external agency (Speech and Language, Educational Psychologist, Occupational Therapy, Specialist SEN Service at Wiltshire LA). Parental permission is required prior to any formal assessments being carried and will incur a fee. Any advice given by the external agency is followed by the school and reviewed to ensure progress is made. At this stage an individual Learning Plan will be implemented by the SENDCo and all recommendations, strategies and targets will be recorded. At this stage 1:1 specialist teaching may be recommended and incurs a separate fee. If, through the process of reviewing, monitoring and assessment, it becomes evident that a child is still not making a sufficient level of progress, a My Support Plan may be implemented or an EHCP application made. This is written collaboratively with the parents, class teacher and the SENDCo and is reviewed on a termly basis.

The SEND register is fluid and if a child consistently meets the expected level of progress they may move to Stage 1, Monitoring or be removed from the register. However, the child will continue to be monitored through the standard class assessments and Pupil Progress meetings.

Where a child continues to make little or no progress in relation to the target set, or is working at a level significantly below their peers, it may be appropriate to request a statutory assessment which may result in an Education, Health and Care Plan.

### **Evaluating successful provision**

To make consistent, continuous progress in relation to learning support provision, St Margaret's encourages feedback from staff, parents and pupils throughout the year. Staff are

reflective practitioners and regularly monitor, review and evaluate the interventions in use to support pupils and measure impact. Provision is reviewed termly, and evidence collected informs school development, improvement and planning.

### **Working with agencies outside the school**

Our school liaises closely with external professionals and will routinely involve a range of services to provide advice for pupils who need additional support, for example, Speech and Language, Educational Psychology and Specialist SEND Service.

### **Professional development**

Induction, training including INSET, and the Continuing Professional Development (CPD) of staff is ongoing according to individual need and priorities identified from the school development plan. Teachers and Teaching Assistants take part in the appraisal cycle. TAs meet with the SENDCo regularly. The content of the meetings depends on the needs of the children with SEND in school at the time and the professional needs of the TAs. Training may be led by the SENDCo, IAPs or an appropriate outside agency. Staff development is vital to ensure high quality provision for children with SEND.

### **Partnership with parents**

St Margaret's believes that a close working relationship with parents is essential as we recognise that they have a unique knowledge of their own child. This ensures that;

- Early and accurate identification and assessment of additional learning needs leads to appropriate intervention and provision.
- There is continuing social and academic progress of children with additional learning needs.
- Personal and academic targets are set and met effectively.
- Parents are welcome to make an appointment with the SENDCo at formal parents evenings and for additional review points during the year.

### **Links**

We recognise the importance of maintaining close links with feeder schools, including Nurseries and Child Minders. We also liaise with other schools to ensure a smooth transition when pupils leave or change schools.

### **Complaints Procedure**

If a parent has any concerns or complaints regarding the SEND provision for their child, an appointment to speak to the SENDCo should be made in the first instance. If the matter is unable to be resolved to the parents' satisfaction, this will then cascade upwards to a meeting with Head of Prep, then if not resolved, a meeting with the Head of St Mary's & St Margaret's, before the Complaints Policy is triggered.

### **Evaluating the success of our policy**

This policy will be regularly monitored, annually reviewed, and evaluated against the aims and objectives set out earlier in this policy and with reference to the Department for Education policy.