

## **G5. Eaton Square School Learning Enrichment/SEN/EAL Policy**

*“Teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.”*  
*The National Curriculum advice on Inclusion: providing effective learning opportunities for all pupils (DfES 2004)*

**Eaton Square School acknowledges the importance of providing support for children with learning difficulties, Special Educational Needs and English as an Additional Language, as well as Gifted and Talented pupils. We have developed a programme to meet our responsibilities in this specialised area of education. The Learning Support Department provides assessment, specialised teaching and classroom support for students. It is run in close co-operation with class teachers, subject teachers, parents and external professionals.**

### **Aims**

- 1) To work with staff, using both standardised and non-standardised assessments, to identify students who may be in need of Learning Support.
- 2) To challenge and motivate students to learn at their own best rate of progress within the context of high academic standards.
- 3) To provide ongoing monitoring based on evaluations.
- 4) To support Eaton Square Schools’ goal of full inclusion in a regular classroom.
- 5) To provide in-service training for staff.
- 6) To suggest referrals to other professionals, when deemed appropriate.
- 7) To identify Gifted and Talented pupils and to provide opportunities for them to develop and utilise their skills.

### **Management**

The Head of Learning Support is responsible to the Headmaster for overseeing the arrangements for pupils with learning difficulties, Special Educational Needs and English as an Additional Language. The provision for Gifted and Talented pupils is managed in liaison with the Director of Studies and Assistant Director of Studies.

The Learning Support Team consists of two full time and two part time Learning Support teachers, two part time teachers of English as an Additional Language, one part time Speech and Language Therapist, one part time Occupational Therapist, one part time Physiotherapist.

The following students are served by the Learning Support Department:

- 1) Students identified as having specific learning difficulties;
  - 2) Students identified as being delayed learners;
  - 3) Students identified as being highly able;
  - 4) Students identified as having ADD or ADHD;
  - 5) Students identified as having speech and/or language difficulties;
  - 6) Students with English as an Additional Language;
  - 7) Gifted and Talented pupils.
- 
- **SPECIFIC LEARNING DIFFICULTIES** is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities in people of average, or above average intelligence (I.Q.).
  
  - **DELAYED LEARNER** is a general term for someone who is performing below grade level in one or more subjects but does not have a specific learning difficulty.
  
  - **HIGHLY ABLE** is a general term for someone who is considered to be academically advanced when they are tested and assessed to have an I.Q. above the 95th percentile and are achieving one to two grade levels above that of their age group. After identification, the Special Needs Coordinator, Headmaster, class teachers, and parents, will consider the social, emotional, physical and cultural implications of the various educational options. Generally, it is considered preferable to keep the student within his/her peer group and to provide an enriched programme where appropriate, possibly with grade jumping in particular subjects. In rare cases the school will elevate a student a full grade, but only after a very careful examination of the implications.
  
  - **ADD/ADHD** are abbreviations for Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder.
  
  - **SPEECH/LANGUAGE DISORDER** is the abnormal acquisition, comprehension or expression of spoken or written language. If service beyond a preliminary screening is to be recommended, staff will advise parents of their options at that time.

- **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)** refers to pupils who have a home language other than English. Many of these pupils may be fully proficient in English and/or highly able when working in their home language. The Learning Support Department aims to meet the needs of those who are not proficient in English to year level through routine processes of assessment and intervention. EAL intervention aims to integrate children into the school, both socially and academically, focussing on building confidence alongside language skills. Eaton Square Schools actively promote a multicultural curriculum and respect for their international communities.
  
- **GIFTED AND TALENTED – please refer to the Gifted and Talented Policy (G11) in the Staff Handbook**

#### **Admissions:**

The School admits pupils irrespective of their gender, race, home language, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other pupils. Also, in a situation where the School feels unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to accept the student.

Due to restrictions of space, facilities, and personnel trained to deal with profound disabilities, Eaton Square Schools may be unable to admit children with physical or serious long-term emotional or behavioural disabilities. If these problems are diagnosed after admission, Eaton Square Schools will make every effort possible to secure staff training and seek the advice and intervention of appropriate professionals.

In certain special situations, individual provision may be offered to a more seriously disabled child from a family with children already enrolled in the school.

#### **Identification/Procedures for Administration and Assessment**

Pre-admission and periodic diagnostic screening forms the basis for referral and further assessment by the Learning Support Department. A Preschool Screening Test may be administered in the Early Childhood Programme on the basis of teacher recommendation, with the aim of prevention rather than intervention at a later date.

Upon enrolment parents indicate that the child has special needs and provide adequate documentation of the learning problem. In the case of EAL, parents indicate the home language of the child.

Form teachers, subject teachers and other pastoral-care staff are alert to the needs and performance of individual pupils and, where appropriate, may refer them for assessment to the Head of Learning Support, Speech and Language Therapists, EAL teachers, Occupational Therapist or, where necessary, to relevant outside specialists

or health professionals. The class teacher or subject teacher refers a pupil for using the learning support referral form (*see [Appendix G5a: Learning Support Referral Form](#)*). The pupil will then receive an informal assessment, with parental permission, and an appropriate course of action will be decided upon based on the results of this assessment.

Progress in EAL is measured in terms of classroom integration and involvement. Ongoing assessment is carried out in close co-operation with class teachers. Progress and areas of specific weakness are recorded by class teachers on Termly Progress Reports, and these are reflected in each child's Language Development Plan.

Identification of Gifted and Talented - **please refer to the Gifted and Talented Policy (G11) in the Staff Handbook**

**Assessment may be made by:**

In the case of learning difficulties:

The Head of Learning Support  
Independent Educational Psychologist  
Local Dyslexia Institute

In the case of EAL:

The schools' teachers of English as an Additional Language alongside class teachers

In the case of medical/health problems:

By appropriate health professionals  
(e.g. In-house Occupational Therapist, Speech Therapist, Physiotherapist etc.)

In the case of emotional/social difficulties:

An Independent Educational Psychologist

In the case of Gifted and Talented pupils:

The Head of Learning Support  
The Director of Studies  
An Independent Educational Psychologist

**Intervention for Children with learning difficulties, Special Educational Needs or EAL**

If, after appropriate referrals and assessment, intervention is recommended by the Learning Support Department, a meeting may be called, to which all relevant personnel and the child's parents will be invited. During this meeting, appropriate interventions will be designed and selected and a formal plan will be drawn up that will include goals, methods, and materials to be used. Every effort will be made on the part of the staff to follow the plan to ensure consistent application in all settings and enhance the likelihood of student success in school. The plan and the student's progress will be monitored during the year.

Class placement of students with learning difficulties, Special Educational Needs, children with emotional or behavioural problems and pupils with English as an Additional Language is always done in consultation with the Head of Learning Support, the Headmaster, and the class teachers, with reference to testing where applicable. Every effort is made to place a learner of English with another child who speaks the same home language.

The Learning Support Team is responsible for calling meetings of the appropriate personnel to monitor the student's programme and progress.

### **Role of ICT in Learning Support**

Pupils with learning difficulties and Special Educational Needs may be given opportunities to develop their computer skills and apply these skills where appropriate to all areas of their studies. Parents may provide a laptop computer for their child, according to their individual needs.

### **Foreign Languages and Special Educational Needs or EAL**

Students that have been diagnosed with a specific language disability, and are following a structured linguistic programme, may be required to receive their Learning Support or Speech and Language Therapy instead of learning additional foreign languages. EAL children may be required to miss lessons in their home language for English Support lessons.

### **Information and Record Keeping**

All records for children with learning difficulties, Special Educational Needs or EAL (including screening results, referral forms, student plans, report cards, screening and diagnostic test results and assessment reports) are kept in locked files in one of the Learning Support resource rooms. All reports indicate evidence of progress and programme modifications. These records are confidential and are made available only to parents, teachers, and academic coordinators of pupils with learning difficulties, Special Educational Needs or EAL.

### **Learning Support Information and Staff Training**

All members of staff at Eaton Square Schools are made aware of the services provided for pupils with learning difficulties, Special Educational Needs or EAL. They are given copies of a statement of policy, identification guidelines, and a referral form. The Head of Learning Support is included in new teacher orientation and in the induction of Newly Qualified Teachers.

In-service training is offered on a regular basis by the Learning Support Team and external professionals who specialise in a specific field of educational support.

Individual Education Plans or Language Development Plans are drawn up for all children who are receiving extra tuition or therapy from the Learning Support Team.

### **Code of Practice**

It is the duty of the Head of Learning Support, responsible to the Headmaster, to have regard to the revised Code of Practice on identification, assessment and provision for children with Special Educational Needs (DfES 581/2001).

### **Summary of Eaton Square Schools' Policy for Supporting Pupils with Special Educational Needs or EAL**

- The School will make every effort to identify children with learning difficulties, Special Educational Needs or EAL, either prior to entry or at the earliest possible opportunity.
- It is the policy of the School to meet pupils' needs that cannot be met solely within the classroom by subject teachers, through 1:1 tutorials with the Head of Learning Support and members of the Learning Support Team.
- It is the policy of the School to disseminate appropriate information and suggestions for the management of pupils' learning difficulties, Special Educational Needs or Language Development to each subject teacher. This will be provided in the form of termly Individual Education Plans, Language Development Plans, INSET training and regular, informal advice.
- The School encourages teachers to differentiate approaches. An effective whole school policy ensures that each teacher receives guidance as to good practice in relation to pupils with learning difficulties, Special Educational Needs and those with EAL.