



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LEARNING SUPPORT AND EAL POLICY

A copy of this policy is published in the following area:

The school's website

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Truro School is committed to the equal treatment of all pupils including those with special educational needs and disabilities ('SEND') and those for whom English is an Additional Language (EAL). We believe that all children have a right to a broad and balanced education. We also recognise that not all pupils who have SEN are disabled, and not all disabled pupils have SEN. This policy works towards eliminating disadvantages for pupils with SEND and EAL by:

- using best endeavours to ensure that all pupils get the support needed
- ensuring that pupils with SEND and EAL engage in the activities of the school alongside pupils who do not have SEND or EAL
- ensuring parents are informed when special educational provision or EAL support is made for their child, and its impact

A. Related Truro School Policies

This policy should be read in conjunction with the School's:

- Accessibility Plan
- Behaviour Policy – Rewards and Sanctions
- Admissions Policy

B. Aims and Objectives

The aims of this policy are to support pupils with SEND and EAL towards full inclusion at Truro School by:

- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best possible outcomes for each pupil;
- Working with families and outside agencies, where necessary, to enable the greatest possible access to opportunities for pupils.
- Ensuring all pupils are equally valued.
- Explaining the roles and responsibilities of those involved in providing for pupils with SEN and EAL.

The objectives of the School's SEND and EAL provision are:

- To ensure that all pupils who require learning support are identified and supported as early as possible and appropriate support is put in place, in line with school policy.
- To coordinate strategies and actions that promote and enhance full and successful inclusion of all pupils within curricular and co-curricular opportunities, ensuring differentiation where appropriate.
- To scrutinise, support, and advise staff in their teaching of pupils with an identified or suspected SEND or EAL need.
- To ensure all pupils are included within relevant opportunities, regardless of identified or suspected SEND or EAL need.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of those with identified or suspected SEND and EAL.
- To maintain links with parents of pupils with identified or suspected SEND and EAL regarding their progress and inclusion within the life of the School.
- To ensure that all pupils have access to a broad and balanced curriculum and, where possible, take part in all school activities.
- To provide a differentiated curriculum for learning support appropriate to the individual's needs and ability.
- To liaise with parents, Heads of Year, form tutors and subject teachers to ensure pupil progress and success.
- To give pupils the strategies they need to become more confident, independent, self-reflective learners.
- To ensure that pupils who have learning difficulties are involved, where practicable, in decisions affecting the future provision of their learning support.
- To ensure that there is support for teachers to meet the learning needs of all pupils.
- To ensure, where possible, that appropriate resources are available for pupils with either temporary or long-term special needs.

C. Accessibility

The School is aware that difficulties may be experienced from time to time by the need for pupils to move around the site and as a result of the School buildings and location. The School's Accessibility Plan will consider ways in which accessibility may be improved for disabled pupils, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. Parents must inform the School with regards to any information about a child's medical needs and/or disabilities, and update the School if there are any developments or changes to this. The School is committed to ensuring all reasonable adjustments are considered and put in place for relevant pupils in need of accessibility considerations.

D. Pupils with an Educational, Health and Care Plan (EHCP)

The School does not currently support any pupils with an EHC Plan. Where a current or prospective pupil might have an EHC Plan, the School would consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan could be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if possible, when the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The

School would co-operate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

E. Medical conditions including Sensory impairment/illness

It is the responsibility of parents to provide the School with details of any medical conditions that affect their child, and to keep the School updated with regards to any developments or changes with any medical condition. For pupils with any medical issue or sensory impairment or illness, this is managed by the medical staff unless specific extra teaching and/or special examination arrangements are required.

F. Social, Emotional and Mental Health Difficulties

Pupils with social, emotional or mental health difficulties may be referred to the counsellor who works in school or an outside agency such as the 'Child and Family Centre'. Such referrals will always be preceded by consultation with Deputy Head (Pastoral), Heads of Year and parents.

G. English as an Additional Language (EAL)

Pupils will not be regarded as having a learning difficulty solely because English is their second language. Pupils for whom English is their second language, and who also need help, are supported by specialist EAL teachers.

H. Legislation and Guidance

In drawing up this policy, the School has had due regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014

We will ensure that parents are consulted when learning support provision is being offered, what is being offered, and when it ceases.

I. Definitions

Special Educational Needs (SEN)

The school recognises the 0-25 SEND Code of Practice (2015) and uses the same definition of special educational needs:

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational 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.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there is a *“physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”*.

There are factors that may impact on progress and achievement but may not be SEN, but need to be considered, these include those children who:

- have English as an additional language.
- have a disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN).
- have poor attendance/punctuality.

A child in receipt of a diagnosis is not automatically considered a pupil with SEN. This is in line with the definition of a disability according to the Equality Act 2010. The pupil will be monitored by the school to assess the level of impact of their difficulties on their learning and, where appropriate, SEN support will be put in place.

J. Roles and Responsibilities

The Governing Body

The Governing Body is responsible for determining school policy and provision for pupils with SEND and EAL. The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Head and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Head

The Head is responsible for overseeing all aspects of the School’s SEND and EAL provision and keeping the Governing Body fully informed of the implementation of the School’s policy in practice. The Head will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision (as outlined in this policy) in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability and/or EAL.

Classroom teachers

All teachers are responsible for helping to meet a pupil’s identified or suspected SEND or EAL (irrespective of any specialist qualifications or expertise), and for following the School’s procedures for identifying, assessing and making provision to meet those needs. This stems from the graduated approach to SEND, which highlights High Quality Teaching as essential to successful SEND provision. This can include (where appropriate), but not limited to, in class differentiation:

- by seating;

- by task;
- by instruction;
- by resources (e.g. worksheets, word banks, mind-maps etc.);
- by reasonable adjustments (e.g. overlays, coloured paper, writing slopes etc.);
- by assistive technology.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Setting high expectations for every pupil, whatever their prior attainment
- Identify individual pupils not making progress and informing the SENDCo
- Providing information when required for SEND reviews/Cause for Concern referrals

The Head of Learning Support / SENDCo

Our Head of Learning Support performs many of the duties of a Special Educational Needs (and disabilities) Co-ordinator (SENDCo). The Head of Learning Support is Vicky Fiol vjf@truroschoo.com. The Head of Learning Support will:

- Work with the Head and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaise with Primary school SENDCo's when Year 6 pupils transfer into Year 7 at the school
- Liaise with other school SENDCo's when pupils transfer at any time during any Key Stage
- Liaise with all post 16 providers when SEND pupils transfer at the end of Year 11
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

Parents

The Learning Support Department sets out to liaise with parents of pupils who receive learning support and encourage them to have an active role in their child's education. Parents play a key role in enabling pupils to achieve their potential as such, it is the parents' responsibility to inform the school of any prior known SEN or individual needs at the point of application to the school and to keep the school updated with any known changes.

Pupils

Pupils are encouraged to take responsibility for their own progress. They develop skills as reflective learners in order to understand their individual needs and to know what strategies help

them. They are consulted about the targets set on their IEPs, and are involved in the review and setting of new targets.

K. Admissions

Pupils with special educational needs are not disadvantaged by the school's admission policy. Pupils applying for admission to the school who have specific learning difficulties are allotted the same exam concessions as they have in place as their normal way of working at the feeder school.

L. Inclusion

Pupils with special educational needs accepted into the school are afforded the same rights as other pupils and have full access to the curriculum and extra curricula activities. All teachers in the school are teachers of pupils with special educational needs. Our teachers always aim to support the needs of pupils in a wholly inclusive environment.

To assist with this, Learning Support staff work closely with subject teachers and the pastoral team to ensure that each pupil's needs are met so that they may successfully access the curriculum.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2015:

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

We recognise the importance of identifying those pupils who might have SEND. We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in place
- consult with parents about their view of their child's progress
- use information from progress checks to enable us to identify those children who are making less than expected progress and consider the support strategies that might help them. This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but they may well nonetheless need some form of support to learn more effectively.

‘Less than expected progress’ includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not narrowing between the child and their peers (or may even be widening).

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support, and when that support is no longer required.

A Graduated Approach to SEN Support

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is identified as having SEN we will act to remove the barriers to learning and put provision in place. A graduated response is adopted (as outlined in the Code of Practice 2015) to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENDCo, but will be planned and delivered by teaching and support staff. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress. Support is provided on the basis of meeting individual needs. The school uses a three-phase model of intervention identified as K1, K2, K3 on the school management information system (SIMS)

K1: Any pupil with an identified SEN will be automatically placed on the register at K1. If individual intervention is not required then they will receive the support they need through Quality First Teaching in the classroom, by the subject teacher. Every teacher is a teacher of every child including those with SEN. Quality First Teaching for the whole class is where differentiation is embedded in teaching strategies which take into account the learning needs of all pupils, to ensure pupil progress. K1 runs through all phases.

K2: Where a pupil does not make expected progress, despite the Quality First Teaching, further investigation may be required. This will be carried out by the SENDCo, in collaboration with teachers, parents and the pupil themselves. Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include a Pupil Passport, teacher Advice Sheet, Exam Access Arrangements. It may also be appropriate to seek advice from the external agencies, including a recommendation for a diagnostic assessment.

K3: This includes much more focused targeted provision with small group or one to one support with a Specialist Teacher. Pupils receiving 1:1 support will be supported by an Individual Educational Plan (IEP). K3 pupils from the 1st to 3rd Years are withdrawn from the mainstream teaching programme for one lesson a week to work individually, in pairs or in a small group with

a specialist teacher. Withdrawal is on a rotational basis to avoid undue disruption to the curriculum. Pupils are not withdrawn in the first week of the academic year; this is a time when pupils need to meet their new teachers and settle in. In the 4th to 5th Years, pupils are not withdrawn from class lessons but have their support at lunch times or after school. For the Sixth Form, learning support lessons take place in study periods, lunchtimes and after school.

Attendance at scheduled learning support lessons is mandatory and is closely monitored. Non-attendance is followed up in the usual manner through the school's behaviour system. The Head of Learning Support keeps a central record of missed lessons and continued absence could result in the removal of learning support lessons.

Pupils on the SEN register follow a cycle of Assess- Plan- Do-Review:

Assess: There is regular assessment of pupils' needs so that progress is tracked and compared to peers and national expectations. The concerns / views of parents / carers and the pupil are taken into account. There may also be assessments by external specialists.

Plan: Once a pupil receives SEN Support, the parents/carers are notified to inform them of the level of intervention which is in place and the expected impact. Parents/carers will be asked to share in the monitoring of progress through any home learning e.g. Spellzone.

Do: The subject teacher is responsible for working with the pupil during their lessons. If the interventions involve the pupil being away from the main teaching class, they still retain responsibility for the pupil and should liaise with those providing the support/intervention.

Review: All pupils are monitored by the school's progress reporting assessment cycle. For pupils on K3, IEP targets Parents and carers meet subject teachers and, where applicable, learning support teachers at Parents' Evenings and other meetings. Parents of pupils on K3 are invited in for an IEP review meeting to assess progress and set further targets.

M. Criteria for Exiting the SEN Register

Where pupils make sustained progress based on the tracking of progress checks and discussions with parents / carers, it may be agreed that no further additional support is necessary. The pupil would then exit the SEN Register but will be continued to be monitored.

N. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving from, or to, in compliance with GDPR. We will agree with parents and pupils which information will be shared as part of this.

O. Exam Access Arrangements and Reasonable Adjustments

Where it has been identified by the SENDCo that a pupil may require exam access arrangements, or reasonable adjustments, the school works in strict compliance with the Joint Council for Qualifications Regulations, and in line with the Equality Act 2010. An identification of a pupil with SEN, or a diagnosis of a learning difficulty, is not a guarantee of an Exam Access

allowance. Parents should speak with the SENDCo with regard to any application for access arrangements as soon as reasonably possible.

For internal examinations in the School, access arrangements are made working with the SENDCo. The access arrangements are agreed on a case-by-case basis with consideration given to recommendations made in any diagnostic reports from external professionals, in addition to the evidence of a pupil's normal way of working within the School. For internal examinations, access arrangements will be maintained from the previous academic year unless evidence suggests this is no longer the pupil's normal way of working. Where access arrangements are not offered or maintained at this stage, the priority of the School will be to support pupils to maximise the effectiveness of strategies to overcome difficulty. The application of access arrangements can be applied for again, where evidence suggests such arrangements is necessary.

For public examinations (GCSE/GCE), it is important to build a strong evidence base of need (as opposed to simply usage) for any pupil that requires exam access arrangements. The SENDCo works closely with the Examinations team to ensure that such needs are met whenever possible. For public examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (JCQ). A non-diagnostic assessment for such access arrangements will be carried out. Parents should be aware that an external educational psychologist report, or any other specialist documentation, are not acceptable evidence for access arrangements.

P. Beyond SEN provision and potential withdrawal

In a very few instances the school may feel that it is unable to meet the individual needs of a pupil, in which case this will be discussed with the parents at the earliest opportunity. In consultation with parents and after all reasonable adjustments have been made or considered, where it is evident that the School is unable to meet the needs of the pupil and its obligations under the Equality Act 2010, the School may advise parents to withdraw their child.

Q. Pupils with English as an Additional Language (EAL)

The School offers support to pupils for whom English is an Additional Language (EAL), to facilitate their learning and enable them to integrate into Truro School and the wider community.

Testing EAL pupils and Support Lessons

At the start of a pupil's time at Truro School all pupils for whom EAL may be of relevance are tested for their level of proficiency in English using the Oxford Placement Test. This is administered within the school by our EAL specialist. It is free of charge. If a pupil's test results are in the proficient range they do not require additional support. If a pupil's test results indicate the need for support, the pupils will then be given regular individual or small group lessons. These regular lessons do not incur a charge. However, if they require additional lessons to supplement this, then this can be discussed on a case by case basis initially with the EAL co-ordinator. Additional payment or fees would be payable for additional lessons and the charge placed on the parents' account for settlement at the end of term. EAL pupils in the 1st to 3rd Years are withdrawn from timetabled lessons for their support lesson, on a rotational basis. The 4th Years to Upper Sixth have lessons outside lesson time.

Sixth Form EAL Preparation for University

If a pupil with EAL wishes to study at an English University, we prepare them to take the International English Language Testing System (IELTS) exam in the Sixth Form. The pupils are supported in entering for the IELTS exam at either a local IELTS exam centre, where fees would be placed on the pupil's account payable at the end of term, or pupils may be supported to arrange their own IELTS exam in their country of residence.

Exam Access Arrangements for Pupils with EAL

Some EAL pupils may be allowed the Exam Access Arrangement of the use of a word for word bilingual dictionary. In line with JCQ guidelines on exam access as of September 2015, pupils are not allowed dictionaries in GCSE English Language and Literature examinations; GCSE Geography examinations; GCSE History examinations; and GCSE Religious Studies examinations.

Access arrangements, such as extra time or a scribe, will not be allowed if a pupil's literacy difficulties are caused by English not being their first language.

R. Bullying and Behavioural Issues

The School's Behaviour Policy and Anti-Bullying Policy make clear the seriousness of bullying, victimisation and harassment and set out the appropriate responses, including sanctions that will be applied to any pupil who displays inappropriate behaviour. The School recognises that pupils with SEND and/or EAL may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but it may have an impact on wellbeing. Where there are concerns about SEND in this context, the School may follow the 'Assess, Plan, Do, Review' cycle, as outlined above, to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Where concerns over mental health or wider wellbeing are raised, any subsequent referral or coordination of approach will be agreed in consultation with the Designated Safeguarding Lead. The School's Safeguarding Policy should be followed if staff have any safeguarding concerns relating to a child.

S. Concerns and Complaints

Parents are encouraged to discuss with their child's Form Tutor or Teacher or the SENDCo if their child's progress or behaviour gives cause for concern. The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves.

If parents are not happy with a decision regarding their child's SEND or EAL support or a decision regarding reasonable adjustments, they are encouraged to raise these with their child's Form Tutor or the SENDCo in the first instance. If the Form Tutor, or the SENDCo is unable to address concerns, parents should refer to the School's Complaints Procedure, a copy of which is available on the College website.

T. REVIEW

The School will review this policy on an annual basis to ensure it meets the needs of those pupils with SEND and/or EAL.

U. Expertise and training of Learning Support teachers

Head of Learning Support: Ms Vicky Fiol – NASENDCO, Specialist Teacher
Learning Support Teacher: Mrs Elizabeth Flowers - Exam Assessor, Specialist Teacher
Learning Support Teacher: Mrs Annette Martin - Specialist Teacher
Learning Support Teacher: Mrs Charlie Ward - SEN Teacher
Learning Support Teacher: Mr Ashley Height - SEN Teacher
Learning Support Teacher: Mr Callum Mills - - SEN Teacher
EAL teacher/ Coordinator: One Specialist and one additional EAL teacher