

LEARNING ENRICHMENT POLICY

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

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1. LEARNING ENRICHMENT AT LONDON PARK SCHOOL CLAPHAM (LPSC)

All students at LPSC are encouraged and supported so that they achieve to the fullness of their ability. Some students will require extra support as they may have learning difficulties or disabilities which require specific measures; equally some students will show very high levels of ability which will also require specialised programmes to cater for their abilities (see Teaching, Learning, Assessment and Feedback Policy). The school will not discriminate against a new entrant with a Specific Learning Difficulty, although they will be accepted only if the school is sure that their needs can be met with the resources available within our Learning Enrichment Department. If the school has any doubts as to whether a child should be admitted to the school then the options are discussed with the student's current Headteacher, and if necessary, recommendations can be made as to a more appropriate school for them to join.

Aims and Ethos

- LPSC has high expectations of both its students and its staff.
- We believe that every student should be treated as an individual, whatever their gender, race, faith, ability, nationality, or age.
- We aim for each student to achieve their academic potential and enjoy learning. Each student's needs are supported so that they feel happy, confident, inspired and valued.
- We promote Student Voice, as we recognise and value the importance of gaining genuine student views in promoting the best student outcomes. (This is appropriate to age, understanding and ability).
- We aim to teach to a high standard, monitoring and evaluating the progress of each student to ensure that they fulfil their potential.
- We aim to work in partnership with parents and carers to achieve the best outcomes for the student. We focus on supporting and providing development opportunities for all our staff and on working together as an effective and cohesive team.

2. Policy and Information Report for Special Educational Needs

2.1 Aims

This policy will contribute to the school's objectives by:

- Identifying students with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
- Putting into effect a plan of action that involves all stakeholders.
- Using outside agencies and/or resources, such as health and social care professionals, as appropriate.
- Evaluating the outcome of individual student provision and targeted plans regularly and communicating updates with parents and teachers.
- Revising the plan of action as appropriate.

2.1 Legislation and Guidance

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at school with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children.'

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the SEND Code of Practice: 0 to 25 years (2014).

It is duly noted, the Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social Care. Schools must set out how they meet their students' SEND.

2.2 Definition of SEND

A student has a SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. For example, a student may have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Equality Act 2010 states that a student has a disability if they have:

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

- Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing
- 'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months
- 'Substantial' means more than minor or trivial

There are four broad areas of need outlined in the SEND Code of Practice. Students may have needs that overlap one or more areas and detailed assessments should ensure all needs have been identified. The broad areas of need are:

- **Communication and Interaction:** this can include speech, language and communication needs and autism spectrum difficulties
- **Cognition and Learning:** this can include moderate, severe and profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health Difficulties:** this can include behaviours that reflect underlying mental health difficulties such as anxiety, depression or eating disorders. It also includes other disorders such as attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or Physical Needs:** this can include visual, hearing or multi-sensory impairment and physical disabilities.

2.3 Medical

LPSC will make arrangements to support students with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such students. If a student has a medical condition and SEN, their provision will be planned and delivered in a coordinated way with the healthcare plan.

2.4 Roles and Responsibilities

SENDCo Contact Details: Ursula Flemming: u.flemming@londonparkschools.com

The SENDCo will:

- Work with and be supported by the Head or appropriate member of the senior leadership team and SEND governor to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements of students with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEND
- Liaise with the relevant Designated Teacher where a looked after student has SEND
- Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure students with SEND receive effective support and high-quality teaching
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively and efficiently

- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Work with the Head and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date and in line with current GDPR policies and shares information if a student transfers to another school or education institution
- Liaise with potential next providers of education to ensure a student and their parent/carers are informed about options and a smooth transition is planned
- Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision
- Liaise regularly with parent/carers, external agencies and the local authority to provide information on students' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision

The Head will:

- Ensure that all staff are ambitious for all students with SEND
- Ensure that students with SEND are included in all aspects of school life
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND

Each teacher is responsible for:

- Setting ambitious but achievable academic expectations and supporting students to achieve positive outcomes
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all students' needs, starting points and aspirations for the future.
- The progress and development of every student in their class, including where students access support from teaching assistants or specialist staff
- Working closely with any additional adults within the setting to assess, plan, do and review support and intervention for each student with SEND in their class
- Working in partnership with parent/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for students
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Assessing the learning and development of students in line with academy policy

2.5 SEND Information Report or Local Offer

Where a student is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. When deciding whether additional support or provision is required, the process will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the student and their parent/carers. Our SENDCo will

use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If different or additional provision is required, we will follow the graduated approach (see section 2.8: Assessing and reviewing student's progress towards outcomes).

Our school currently provides additional provisions for a range of needs, including:

- Social, emotional and mental health difficulties, for example, counselling and social skills groups
- Communication and interaction, for example, a sensory room and daily tutor time
- Cognition and learning, for example, differentiated lessons and assistive technology
- Sensory and/or physical needs, for example, a sensory room and adaptations for accessibility

2.6 Identifying needs

On entry to the school, we will assess each student's current skills and levels of attainment. We will also request information detailing past achievements and attainment scores.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between themselves and their peers
- Widen the attainment gap

This may include progress in areas other than attainment, such as social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

Slow progress and low attainment do not necessarily mean that a student has SEND and equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND. Assessments should be used to determine whether there are undiagnosed learning difficulties, health/medical conditions or whether causal factors such as domestic circumstances are contributing to the presenting behaviour.

Difficulties related solely to limitations in English, from students whose first language is not English, are not special educational needs.

2.7 Assessing and reviewing student's progress towards outcomes

LPSC follows the graduated approach and the four-part cycle of assess, plan, do, review - as outlined in the SEND Code of Practice (6.45-6.56) - which is known as the **graduated approach**.

The tutor or class teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress.

2.8 Supporting students at transition points

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

2.9 Training

All staff receive regular training on SEND and this should form part of the school's programme of continuing professional development (CPD).

All staff have access to an online shared drive with advice and guidance. Training for staff this academic year includes:

- Quality First teaching and differentiation in the classroom
- The four areas of identified need as stated in the SEND Code of Practice 2014.
- ADHD
- Autistic Spectrum Condition

2.10 Our Approach to teaching students with SEN and those with an Education, Health and Care Plan

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. We will also provide the following interventions:

Learning Enrichment Standard Support (included within normal school fees):

- Screening using appropriate assessments as a small group or class
- Student Profile identifying a student's learning strengths, challenges and recommended teaching strategies
- Exam access arrangements and provision for these within school and external assessments, including Form 8 assessments when required for GCSEs.

- Use of assistive technology via the schools' digital offer
- Differentiation of teaching and learning within the classroom by subject teachers
- Regular monitoring of pastoral wellbeing and academic progress, including reviews of placement on Learning Enrichment register and support plan.
- Liaising and working with commissioned (by parents) specialists e.g. Educational Psychologists, Speech and Language Therapists or Occupational Therapists.
- Provision of focus and learning aids when appropriate
- Specialist intervention lunchtime clubs e.g. Touch Typing
- In-school counselling
- Support during times of transition
- Intervention and enrichment programmes by subject teachers aimed at challenging high learning potential students
- Recommendations for Specialist assessments or manage referrals to local NHS services.
- Accommodation for commissioned specialist interventions
- Personalisation of timetable to allow for a reduced curriculum, when appropriate for a fixed period of time.

Learning Enrichment Enhanced Support (charged in addition to school fees) and EHCPs

- One to one personalised learning sessions with a Learning Enrichment specialist
- Small group intervention with a Learning Enrichment specialist
- One to one in class support, when appropriate

2.11 Learning Enrichment Team

LPSC provides specialist support through the Learning Enrichment team. The team is currently:

- Ursula Flemming – SENDCo
- Laura Hollingbery & Rachel Merchant – Learning Enrichment Tutors

2.12 Evaluating the Effectiveness of SEND Provision

The effectiveness of our SEND provision is evaluated by:

- Regularly (at least once per year) reviewing students' individual progress and attainment with parents/carers and the students, where appropriate
- Reviewing the impact of interventions
- Using student and parent/carers questionnaires and interviews to gain feedback
- Monitoring by the SENDCo

2.13 Enabling Students with SEND to engage in activities

- The school will ensure that students with SEND are included in all aspects of academy life, including core and extra-curricular activities.
- The accessibility plan for the school is published on the policies page of its website.
- All extra-curricular activities and trips/visits are available to all students, including any before-and after-school clubs. All students are encouraged to go on residential trips. No student should be excluded from taking part in such activities because of their SEN or disability.

2.14 Complaints about SEND provision

Parent/carers with any issues regarding the SEND policy or the provision made for their child are urged to raise their concerns at the earliest opportunity. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.15 Monitoring arrangements

This policy will be reviewed annually.

The SEN Information Report will be updated annually by the SENDCo.

The Responsibilities and Contacts forms will be updated by the SENDCo as and when required.

2.16 Alternative arrangements

Withdrawal: We reserve the right, following consultation with parents, to ask or require you to withdraw your child from the school if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- Your child is in need of a formal assessment, specialist teaching, learning support or medication to which you do not consent; and/or
- You have withheld information from the school which, had the information been provided, would have made a significant difference to the school's management of your child's learning difficulties; and/or
- Your child's learning difficulties require a level of support or medication which, in the professional judgement of the Head, the school is unable to provide, manage or arrange;

Your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

In any of these circumstances, we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Withdrawal of a student under these circumstances will not incur a charge to fees in lieu of notice.

2.17 Links with other policies and documents

The policy links to the following policies:

- Three-Year Accessibility Plan
- Behaviour Policy
- Equal Opportunities Policy
- Exam Access Arrangements Policy

- Safeguarding policy

3. London Park School Clapham: English as an Additional Language Policy

3.1 Introduction and aims

The term English as an Additional Language (**EAL**) is used when referring to students who have access to and/or are exposed to one or more languages other than English at home. However, fluency in those languages is not essential.

A student will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. (section 312(1), (2) and (3) Education Act 1996). However, students for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

This policy refers to EAL students, who are in need of support due to their language needs in English. The EAL policy sets out the school's aims, objectives, responsibilities and strategies with regards to the needs and skills of EAL students who need differentiated support in class and EAL specialist support.

We aim to ensure that EAL students:

- Feel happy, safe and welcomed in school;
- Use English confidently and competently as a means of communication;
- Use English as an academic tool for learning across the curriculum;
- Where appropriate, make use of their knowledge of other languages to support their learning across the curriculum;
- Make appropriate progress.

3.2 Responsibilities of the School

- To have a clearly outlined EAL policy;
- To welcome and value the cultural, linguistic and education experiences that students with EAL bring to the School;
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum and are fully integrated in school life;
- To identify students with EAL, assess their needs and skills, give appropriate support, monitor their progress and to intervene should this progress fall below expectations;
- To equip staff with the knowledge, skills and resources to be able to support and monitor EAL students, and training in planning, teaching and supporting EAL students is available to staff;
- All involved in teaching EAL students liaise regularly and relevant information on EAL students reaches all staff;

- Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying Policy;

3.3 EAL Assessment

London Park School Clapham offers EAL support to students in the School, who are new to the English language or new in the UK; have basic or limited English or need some differentiated literacy support due to their EAL needs.

When bilingual/multilingual students join London Park School Clapham, the EAL team meets them to determine their command of the English language. A standardised EAL assessment is conducted in order to determine the student's proficiency in English.

The aims are to test the four language skills - reading, writing, listening, and speaking in English - by testing word recognition, sound discrimination, grammar knowledge, oral comprehension and expression, spelling and writing skills, reading comprehension, vocabulary, etc.

It is vital to highlight the student's strong points as well as the areas of difficulty they need to work on in order to encourage and further motivate them.

The EAL team discusses with form tutor/subject teachers if EAL specialist lessons will be beneficial for the student. If agreed, then the specialist EAL teacher contacts the parents and explains to them the EAL support system in the school, the relevant charges for the EAL specialist lessons and suggests ways for support at home.

The EAL lessons are specialist lessons, provided by a specialist EAL teacher, and can be either individual or in small groups depending on the student's level of English.

The 'EAL Support System – Cost Info Flowchart' clearly sets out the type of support available and the relevant charge for it.

The EAL team regularly updates teaching staff and form tutors on EAL students' progress and suggests strategies and resources.

3.4 Admitting New Bilingual/Multilingual Students (in progress)

We try to collect and record the following additional information:

- Country of origin;
- Date of arrival in the UK;
- Student's first language;
- Student's level of English;
- Other languages spoken at home;
- Student's level of literacy in these languages;
- Student's previous educational background;

3.5 EAL classification codes

The school uses the Bell Foundation Levels of Proficiency in English <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/levels-of-proficiency-in-english/>

3.6 EAL Record Keeping

The School maintains an EAL student register, which identifies EAL students who need support due to their EAL needs. Each EAL student is allocated a proficiency code according to the DfE. EAL assessments, language surveys and students' books are kept within the department.

3.7 Teaching and Learning strategies

All teaching staff will:

- Encourage EAL students to use English by generating opportunities for active participation in lessons;
- Plan for and provide appropriate stimuli for language development;
- Provide appropriate differentiated work and extra support, where necessary;
- Consider our own language use and provide suitable contextual clues for EAL students;
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school's culture that our EAL students are familiar with;
- Plan for and provide specific time for support for students with EAL needs;
- Be aware that an EAL student's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills;
- Provide good language role models for social interaction and curriculum-specific in all lessons;
- Provide a secure, but intellectually challenging learning environment;
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc);
- Promote language and study skills and attitudes that enable EAL students to become independent learners;
- Encourage parents' participation in EAL students' learning;

3.8 Role of Teaching Staff

All teaching staff are responsible for English Language teaching. Students learn best when they are engaged in learning and not just when they are taught English alone and through isolated contexts. EAL students should be given supported access to schoolwork at an appropriate level.

There are various ways in which this is achieved:

- Teachers need to be aware of students' language needs in English and the importance of using accessible language in the form of differentiated work through visual support in lessons;
- Where possible, information on upcoming topics should be sent home in advance, so that students can become familiar with context and vocabulary;
- Use a buddy system to support newly arrived EAL students;
- Use dictionaries where appropriate;
- Clarify expectations for learning, behaviour, daily routine and homework;

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons
- Use speaking and listening strategies to develop subject learning
- To plan for teaching and learning of subject-specific vocabulary
- To develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- To model writing for key text types within their subject.

3.9 Placement in teaching sets

We recognise that EAL students, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about placing them in teaching sets.

We try to ensure that EAL students:

- Have access to the whole curriculum;
- Are taught with their peers;
- Are placed in groups where they will see models of good behaviour;
- Are placed in groups with fluent English speakers who will provide them with good language models;
- Are placed in as high a set as possible i.e. with their intellectual/academic equals;
- Are not automatically placed with Learning Support students;

3.10 Speaking English in School

While the school will always acknowledge and plan for the needs of all EAL students, London Park School Clapham always encourages students to speak English in lessons and at lunch times. There is a support system in lessons, whereby the EAL student, where possible, will have one or two allocated 'buddies' who they can talk to in their home language to explain instructions and pass on information as necessary. In social situations (e.g. park) students should be allowed to speak in their home language to foster and encourage social interaction.

3.11 Partnerships with Parents

Good relationships with parents are essential if the EAL student is to succeed. Parents should be made aware of the difficulties their son/daughter is facing and the time frames for learning English for communication and academic purposes should also be outlined.

3.12 Concerns/further investigation requests/sharing of information

- Any concerns about the wellbeing of a student with EAL should be referred to the relevant members of staff.
- If the school has reasons to suspect that a student with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.
- The following members of staff are responsible for the provision for students for whom English is an additional language:
 - Susan Brooks (Head),

- Charlotte Davidson (Deputy Head)
- Max Gaulton (Assistant Head Pastoral),
- Adele Crabtree (Assistant Head Learning & Innovation)
- Ursula Flemming (SENDCo)