

POLICY FOR SEN and EAL

(Special Educational Needs and English as an Additional Language)

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Children with Special Educational Needs (SEN) at Cameron House School **for all classes including the EYFS (Reception Class)**. This policy also includes our 3 year accessibility plan (SEND A) as a separate attachment. *This policy has due regard to Every Child Matters; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing. This policy also has due regard to the terms of the Equality Act 2010, Children and Families Act 2014, the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014) and guidance provided by the Equality and Human Rights Commission as to its implementation in school.*

Changes to the arrangements for Special Educational Needs came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014)*. From 1 September 2014, there are no new statements of SEN (except for those already in the pipeline at that time) and Education, Health and Care Plans (EHC plans) are being rolled out instead. A transition period of three and a half years has been made for local authorities (LAs) to move existing statements of SEN to EHC plans. The two systems will therefore be running side-by-side for several years. For independent schools much remains as before. The definition of SEN remains the same and schools can still request statutory assessment from LAs when this appears necessary. Where a Local Authority (LA) concludes that a child with a statement of special educational needs or EHC plan should be placed into an independent school and names the school in the statement/EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's statement/EHC plan is made. This will include paying the fees charged by the independent school. The day to day practical responsibility of making provision rests with the school.

If an LA is satisfied that the provision set out in a statement/EHC plan can be made more economically in the state sector, it may decline to name an independent school in a statement/EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice, so long as the LA is satisfied that the arrangements are suitable. From September 2014, LAs have discretion to make payments to assist parents to make their chosen independent school suitable. This practice was previously common but not underpinned by law. It is not necessary for a school to obtain the consent of the DfE to accept a pupil with a statement/EHC plan.

The statements/EHC plans of all pupils in this category, whether placed by parents or the LA, must be reviewed annually and, if the school is named in the statement/EHC plan, the provision specified in the statement/EHC plan must be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the statement/EHC plan, but it is good practice for the school to check that the review takes place, and the school must co-operate with the LA in the review process.

As a general principle, many of the requirements of the SEND code 2014 do not have direct application to independent schools other than the requirement to provide suitably for pupils with statements/EHC plans. However, it is good practice for schools to (i) provide, for example, individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. The SEND Code 2014 also contains advice and guidance concerning Equality Act duties, which will be useful to independent schools.

The exception to the general principle is that independent early years providers that are funded by an LA and any independent specialist schools which choose to be approved under section 41 of the Children and Families Act 2014 (Section 41 schools) are obliged to have regard to the SEND Code 2014.

What is Special Education Needs?

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. Have a disability, which prevents or hinders them from making use of their educational facilities provided at Cameron House School.

Aims

Our aims in addressing Special Educational Needs are that:

- all varieties of SEN must be addressed
- all children, including those with SEN will reach their full potential
- special educational needs are identified early
- children are considered as having special needs if they are considerably below or above the average in any area
- children having this provision achieve greater results, confidence and enjoyment in their school work and school life
- maximum access to the mainstream broad and balanced curriculum

- the knowledge, views and experiences of parents are considered vital; partnership leads to early identification of SEN
- the wishes of SEN children themselves should be taken into account in decisions where appropriate
- time limits should be set for assessments, statements and reviews
- there is a need for co-operation between all agencies involved in the teaching and learning of any child
- there is co-operation between specialist teachers (including therapists), relevant educational psychologists and class teachers to enable the child to transfer what they have learned in the specialist lessons to their mainstream class work.

Principals of the Teaching and Learning of Children with Special Educational Needs

This policy reinforces principals in the Education Act of 1996 and the Equality Act of 2010. This policy will reflect the alterations.

Addressing Special Educational Needs is critical because:

- it is important that every person is able to communicate ideas and interact with people as far as much as they are able
- it is important that every person develops an appreciation for other individual's strengths and weaknesses
- the skills of literacy and numeracy, and indeed all other areas where children may have learning difficulties, are widely used in society, both in everyday situations and in the world of work
- literacy skills enable individuals to tackle intellectual challenges and to have enjoyment in all areas of their lives
- it is important to help and support all children to reach their full potential. Remedied SEN can cause damage in terms of self-confidence, self-esteem and in achieving independence

The Code of Practice for Cameron House for the Recognition, Identification and Teaching of Children with Special Educational Needs

The Special Educational Needs Code of Practice for Cameron House has various means of identifying children who have SEN:

All members of staff are part of the on-going process for recognising the possibility of various types of learning difficulty and although the results of tests and assessments can be useful in the identification process they are not used in isolation.

- Teacher observation, reports and examples of work within the mainstream class
- Examples of pupil work – monitored and gathered by subject coordinators
- Specialist assessment in school

Baseline Testing

Children are assessed on entrance into the Reception Class (during the year through Teacher Assessments and the EYFS Profiles and through formal assessments in February), following the government initiative binding all maintained Primary Schools from September 1998 in England to assess children entering formal schooling for the first time using an accredited assessment scheme. New entries into Cameron House into Year 1 may be eligible. This is up to the class teacher and SENCO to decide. The current Baseline Assessment Scheme is NFER English and Maths. The test evaluates writing, vocabulary, early reading skills, early number skills and personal and social development.

NFER Tests

Every year in the Spring Term, each child from Reception sits some standardised tests. These tests have standardised scores and check an individual's subject abilities and progress through their Primary School career. Discrepancies between scores can help toward indicating an individual's specific need.

In Reception and Year 1 the children sit the Progress in English and Maths papers. In Year 2 the children sit the NFER reading, spelling and maths tests. From Years 3-6 children sit the NFER reading, spelling, maths, verbal and non-verbal reasoning tests.

Referral to Appropriate Therapist for Assessment

Cameron House recommends a range of specialists which are held by the SENCO (Head) and are available on request.

The London Children's Practice offer a whole range of support and assessment for a range of learning difficulties <http://www.londonchildrenspractice.com/> Tel: 0207 467 9520

Occupational Therapist

Melissa Seeds, Practice Manager The West London Children's OT Practice (Children's Therapy)

Tel: 07792 330 514 melissa@westlondonchildrensot.com www.westlondonchildrensot.com

Nicole Potter

Tel: 0798 628 1858 addressKiln45@hotmail.com

Speech and Language Therapist

Cameron House has a therapist, Oribell Botero, who has come into school each week, in the past, to work with individual children who require speech and language therapy (sessions can be arranged to take place every Thursday morning). Parents and Staff liaise closely with Oribell to ensure a close partnership and effective support for the child.

Additional Speech and Language Therapist:

Geraldine Wootton

Tel: 0208 505 8706

Dyslexia and Dyscalculia:

Dyspraxia, Visual Perception and Handwriting

Emerson House

Angela Webb

Children with English as an Additional Language (EAL)

At Cameron House, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievement, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences. Many of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

EAL - Teaching and Learning

In our school, including EYFS (Reception Class), teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- using multicultural and some multilingual texts across all areas of the curriculum.

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators.

EAL - Assessment for Learning

We recognise that EAL learners can make rapid progress in acquiring English but being fully competent in the use of formal language can take up to ten years. The language needs of all EAL pupils are judged on arrival at the school using the Home Language Questionnaire form, completed by parents. Additional support is given where necessary. Other assessments comply with the procedures used for all other pupils in the school, e.g. Individual targets and NFERs. Parents will be advised by the Head or SENCO (following consultation with Class Teachers), that their child should receive English as an additional language tuition depending on their level and experience of English. The school can recommend teachers.

Assessment resources available in Cameron House

COPS (Cognitive Profiling System)

DEST, DST (Dyslexia Screening Tests)

Aston Index

NFER – annual test for Reception to Year 6

The Categories of Special Educational Needs

- Individual needs managed in the classroom

Until the child qualifies for the 'school support' category, the class teacher is responsible for meeting the needs of the child by some differentiation within the mainstream class and with parental support. Such a child does not need provision which is 'different' from the general level of provision and reasonable adjustments in class and around school will always be made where possible to meet the needs of each child. There may be occasions when 1:1 help in school or out of school could be appropriate. The school works closely with the parents to agree any such provision.

- School Learning Support

For a child to move into the Learning Support list, their results must suggest or indicate that the child is not reaching their potential in any one or more subjects. The potential of a child is recognised through viewing the 'whole picture'

of the child, which views the child's physical abilities, their intelligence (exam and standardised test results, teacher assessment, educational psychologist's report, advice from other specialists such as paediatricians or therapists), their previous experience, culture, emotional status and social abilities.

The 'whole picture' comes from the perspectives of the teacher, the assessment of the SENCO, the parents, the child's own view of himself and often, also from the results of the educational psychologist's assessment. Contact between some or all of the parties can decide if the child is considered to be under performing.

If a child is achieving noticeably higher than their classmates, they are eligible for specific extension lessons as well as the regular differentiation within the classroom.

Gifted and Talented Provision

School Philosophy and Aims:

The general ethos of the school is one which believes in creating opportunities for talents to flourish and there are many activities, open to all which facilitate this provision.

The school aims to provide for children identified as gifted and talented:

- within the classroom
- in small extension groups (or on some occasions one to one lessons)
- in the numerous extracurricular clubs available.
- Discovery and Explorers Clubs (by invitation only for children who have performed at 95 (Percentile Rank) or above in one or more areas – the list is compiled in consultation with all staff

The children are provided for in terms of their emotional, social and intellectual development.

Identification, Definition and Provision

Any child identified by their class teacher and / or test scores to be performing well above the average of their class will be considered for group work or individual lessons to enrich their learning experience following consultation between the SENCO and the Head.

Within the classroom environment all teachers hold responsibility for providing challenging and relevant work for the more able. This may take the form of compacting the curriculum, providing more challenging material (including access to websites such as nrich and NACE) or moving out of their chronological age group (either entirely or for certain lessons). These children will be provided with an IEP which is reviewed in accordance with the Special Needs policy. The school liaises with Professor John Geake, an expert on provision for Gifted and Talented children, based at Oxford Brookes University.

Development of Pupil thinking Skills

More able children throughout both key stages will be encouraged to employ the higher order thinking skills of analysis, synthesis and evaluation throughout the curriculum.

Assessment

This is in line with that outlined in the SEN policy, with the addition that the more able children will be encouraged to develop self- assessment and task evaluation profiles to monitor their own learning.

The Procedure to move into the SEN/Learning Support register

1. The class teacher talks to the Head and SEN Teachers about their concerns. The teacher refers to any existing 'reports' on the child. Any reports should be in the child's personal file in the office. Parents will be invited to meet to discuss our concerns to ensure the close school/home partnership is maintained. Discussions with parents regarding concerns are always handled with the upmost sensitivity and care.
2. The teacher monitors the child in particular area(s) of concern. Detailed notes of progress are kept. A date is set for a second meeting with the Head and SEN Teachers to discuss progress to date. Areas of lack of progress given child's IQ, learning environment, teacher input and parental support are identified.
3. If appropriate, the SEN Teachers see the child for an assessment. In addition, the child's parents may be referred to an Educational Psychologist, therapist or other professional for a formal assessment. No teacher asks any specialist teacher or Educational Psychologist to see a child without the Head's prior knowledge.
4. If, based on all the information available, special educational support is deemed necessary, the parents are informed at this stage. A meeting is set up with the Head, the SEN Teachers (if appropriate), the parents and often the class teacher to discuss the child's individual education plan. Reasonable adjustments will be made for the pupil in school to support them and their needs. Appropriate advice and support will be sought. At the meeting, parents are invited to share their opinion and are, if needed, given strategies to reinforce, the child's learning at home. At the beginning of the next term, parents are invited back to discuss their child's progress.
5. The class teacher and the SEN Teachers meet to discuss the best ways to differentiate for children in the School Support Category.
6. If the school is unable to meet the needs of the child without the child needing outside specialist help, a meeting can be arranged between the parents, teachers and outside agencies to work out how to best meet the needs of the child.

N.B.: Any meetings held with parents must be verified and notes taken on the 'Meetings with Parents' form.

Movement from the SEN register

When a child's performance has risen to the expected level and the targets of the IEP have been achieved, the child stays on the SEN register but will be under the 'in class support' category. The class teacher will then monitor the child's progress carefully and if/when no differentiation is required, they will come off the SEN register altogether.

SEN children's files

At Cameron House, SEN children have Individual Education Plan files located in the SEN teaching area. Each file contains the following:

Individual Education Plan

This is a one-page sheet containing each child's learning objectives, activities to support the learning objectives, and resources that will be used throughout the term. A copy of each IEP is given to The Head and the class teacher at the beginning of each term.

Tests results

This section contains all standardised tests information and reports on that child (WISC IV, Educational Psychologists reports, Speech Assessments, Reading Analysis, etc.). It also contains the child's NFER graphs.

Examples of class work

Any exceptional work that reflects the child's ability from class and tests results from the Autumn and Summer exams are kept in this section.

Correspondence with parents

This section contains a summary of all meetings and/or correspondence with parents as well as a copy of all learning support reports.

Resources and strategies to teach children with SEN

SENCO	Mary-Anne Malloy (in consultation with Hania Felt and Madeleine Balcar) Acting Head
Specialist Teachers	Hania Felt (SEN), Madeleine Balcar (SEN) and Oribell Botero (Speech & Language)

Cameron House is a member of:

- BDA British Dyslexia Association
- The Dyslexia Institute
- National Association for Able Children in Education

Individual lessons:

- are usually 1:1
- teach basic literacy and maths
- support with any areas as appropriate including language, behaviour, anxiety, self-esteem etc.
- have a focus on current class topics
- are cumulative, structured and multi-sensory (see appendix)

Group lessons:

- small groups to support differentiation in classes
- group work to support with social and communication difficulties

Classroom assistants:

- Classroom assistants play an important role in supporting SEN children and helping with differentiation in the classroom
- Assistants may support small groups, work 1:1 with pupils and alongside other professionals where needed. Relevant training will be provided to ensure support is effective.

Strategies for ensuring progress and continuity

Informally

A main theme of the SEN ideology at Cameron House is to build bridges between specialist teachers, peripatetic staff, therapists and class teachers through on-going dialogue and regular discussions.

Formally

Class teachers are given updated information on SEN children throughout the year (graphs, reports, etc.) and in return provide the specialist teachers with relevant SEN children's in class work and observations on progress. A termly staff meeting is used to discuss the SEN provision and ensure consistency of approach and standards.

Links with Secondary Schools

- The school recognises the importance of developing strong, positive links with other schools, resulting in the correct choice of school for pupils to move on to.
- Parents are helped and supported by the Head to choose the most suitable school for their child, based on their specific needs.

The role of the SENCO (and Learning Support Teachers)

The Special Educational Needs Coordinator (SENCO) is responsible for:

- the day to day operation of the school's SEN policy

- maintaining the SEN register and overseeing the SEN records on pupils with SEN
- liaising with and advising fellow teachers and teaching assistants, arranging training as appropriate and required
- coordinating the provision for children with SEN
- liaising with external agencies including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, etc.
- liaising with the staff responsible for teaching children with SEN
- giving classroom teachers suggestions to assist them when teaching children with SEN
- teaching small groups to assist with class differentiation
- monitoring the provision of SEN and advising the Head on action needed
- taking responsibility for the purchase and organisation of special resources
- keeping up to date with developments in the ways of identifying and providing for children with SEN and disseminating information to colleagues as appropriate
- informing colleagues of and recommending available teacher training courses.

The Assessment Coordinator (Mary-Anne Malloy, Acting Head) is responsible for:

- creating yearly graphs containing all past and current scores for all children
- tallying all NFER information to monitor children's progress and look for school trends
- analysing these results.

Health and Safety

Health and safety issues in SEN include that equipment used by any individual is within their capability and will not endanger themselves or anyone else.

SEN Resources include :

- SEN catalogues, journals and reference books
- Speech, Language and Listening materials
- Visual perception difficulties and handwriting – The Teodorescu Perception-Motor Programme Write from the Start, tracking exercises, cutting skills activities, peg board and pegs
- Comprehension and inference skills materials
- Sequential thinking – stories, picture cards
- Writing skills – The Write Reason, More Write Reason, Write about the Picture, writing frameworks
- Phonics and spelling – Big Phonics Books, board games, reading books (Dandelion Readers), magnetic letters and board, Word Shark CD Rom, Alpha to Omega CD
- Maths/dyscalculia – 'Sweet Counter' multi-sensory resources and workbooks, 'Unicorn Maths' board games, Base Ten, Cuisenaire rods, multiplication tables games, Number Shark CD Rom, 'Including Lower Achievers in the Maths Lessons' Years 3 – 6, 'Picture Sums' Books
- Assessment details and materials
- Able children – Barry Teare and a range of other G and T resources

Reviewed by: Mary-Anne Malloy, Hania Felt, Madeleine Balcar

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Approved by: 
(**Josie Cameron Ashcroft**)

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