

SPECIAL EDUCATION NEEDS AND ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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1. Inclusion - Statement of principle

This policy explains how Oakham School makes provision for pupils with additional learning needs (SEN), in accordance with the current legislation and in line with the school’s ethos. SEN encompasses a wide range of neurological differences (neurodiversity) such as autism, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, dyspraxia, dyscalculia and specific language impairment. The policy also includes information relating to pupils for whom English is an additional language (EAL). Some pupils may require both. Oakham School is a selective, co-educational school. We believe that all children are entitled to an education that will enable them to reach their full potential, finding appropriate challenge in our learning environment.

The Learning Support Department at Oakham is staffed by four full-time specialist teachers and one Learning Support Assistant. EAL is overseen by a specialist Head of Department. In addition, further support may be provided by additional colleagues as the need arises. However, all teachers at the school are considered part of the network of support for pupils with additional educational needs, with comprehensive information made available and referred to in the planning and delivery of the curriculum.



2. Identification and assessment of learning support needs

Whilst Oakham, as an independent school, is not obliged to follow the special educational needs and disability (**SEND**) (**Code of Practice: 0-25 Years (2014)**), it operates with close reference to it to ensure best practice. It is also mindful of its obligations under the **Equality Act (2010)**, where the school has a statutory duty not to discriminate against disabled children and young people and make reasonable adjustments for them.

The **SEND Code of Practice** notes that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

*Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the **Equality Act 2010** and, if so, what reasonable adjustments may need to be made for them.*

The **Equality Act (2010)** defines a disability as:

'...a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'

Oakham School does not regard pupils as having a learning difficulty solely because English is not their first language: this is covered under the EAL sections of the policy.

The Admissions Officer for the Learning Support Department will be involved with interviews for prospective pupils with identified SEN to ensure that a pupil's needs can be met within the Oakham support framework.



If a pupil is known to have SEN when they arrive at the School, parents must ensure that the School receives a copy of the most recent assessment report from an Educational Psychologist (EP). A summary of the report will be prepared, and all teaching staff will have access to it via ISAMS, the school's information management system: this is known as the child's *Individual Education Plan (IEP)*. This, together with all other pupil information, will ensure that the pupil is offered an appropriate curriculum, and that it is delivered with due attention to their needs.

No child should be discriminated against on entry into the School because of their individual needs. However, Oakham is academically selective, and the School's academic entry criteria will continue to apply. Pupils may, therefore, be asked to take part in a further assessment that is in addition to the usual admission assessments, in order to determine whether they have any underlying difficulties that may prevent them from being able to take a full and active part in the educational provision offered by the School, or if there is a concern about the pupil's ability to maintain the expected pace and learning of the School; the School may also require that a new Educational Psychologist's report is provided.

3. The Identification of SEN

Identification at Admission

Information should be passed on from parents and the previous school. Parents must disclose any additional learning needs on the registration form.

Identification through Screening

All pupils undertake literacy and cognitive screening tests prior to and/or on entry to Oakham, as well as benchmarking tests at various points.

Pupils about whom the Learning Support Department has no prior knowledge and who have difficulties with this initial screening are flagged up to house staff, tutors and subject teachers who will keep a watching brief and notify Learning Support if they have ongoing concerns.

Parents of pupils with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended.

Pupils who have particular difficulties may be referred to an Educational Psychologist for further investigation. The School can help parents to schedule an assessment, but it is a private arrangement between the parents and the Educational Psychologist involved.



Identification through Teacher, Parent or Pupil concerns

Subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the subject teacher will contact the Tutor who will liaise with the Head of Learning Support. The School recognises that parents and the pupils themselves have a unique perspective on their learning. The Tutor and Head of Learning Support will listen to and address concerns raised directly by parents and pupils themselves.

4. Provision and reasonable adjustments for SEN

Oakham offers the following arrangements and adjustments to support pupils who come to the school with identified learning difficulties, and for those pupils who are identified as having learning difficulties at some point during their time at Oakham.

Included in the school fees

The following support is included in the school fees:

- Small class sizes for mainstream curriculum subjects.
- For Lower 1 to Form 3 inclusive, group learning support lessons.
- Drop-in sessions Tuesday and Thursdays 2.00pm – 5.30pm, to provide revision sessions, subject workshops or individual support.
- Semi-supervised private study periods in the Learning Support Department to support learning difficulties and/or advise on the completion of prep assignments: the Department is open throughout the normal School day, except at Morning Break and at lunchtime.
- Preparation and maintenance of the IEP page for all teachers.

Where bespoke, individual diagnosis and support is required, the following are provided at an additional charge to parents:

- One-to-one support with a fully qualified Learning Support specialist.
- Use of a reader, scribe, prompt and/or word-processor in controlled/coursework assessments and internal/external exams for those pupils (where granted by the Head of Learning Support and in line with JCQ regulations) - where it is necessary to employ additional peripatetic staff for this purpose, parents are expected to contribute to the overall cost of employing additional peripatetic staff for this purpose.
- Assessments for Access Arrangements - these must be carried out by one of our approved assessors and are arranged, after permission has been sought from parents; note that it is not possible to use evidence provide by other Educational Psychologists to support applications for Access Arrangements.



Parents should note that offers to pupils for places in the School may stipulate a certain amount of SEN support initially, which may have cost implications. Clearly, the amount of support will be kept under close review with time.

5. Communication with teachers and parents of SEN pupils

Consultation with the pupil, parents, tutor and teaching staff is seen as integral to Learning Support. Information and advice are available to staff regarding the nature of the difficulties which pupils experience. Feedback from pupils, parents and staff is valuable.

Pupils with learning difficulties may experience low self-image and an important part of the work of the Learning Support department teachers is in building confidence and self-esteem, and therefore enabling the pupils to thrive in mainstream classes.

6. Access arrangements for SEN pupils

The Learning Support Department oversees the identification and support of pupils requiring special access arrangements, such as extra time, word processor, a separate room, a reader or a scribe, in public examinations in accordance with the latest JCQ and IBO regulations.

As part of this, pupils and teachers are required to assist in the collation of evidence enabling such access arrangements to be legitimately put in place. As stated above, it is not possible to solely use evidence provide by Educational Psychologists to support applications for Access Arrangements.

7. Identification and Assessment of EAL needs

Pupils from a wide range of countries whose first language is not English are admitted to Oakham on the understanding that they will follow the School curriculum appropriate to their age and ability. Initial screening takes place during the interview process to determine pupils' abilities in English for entry at the Lower, Middle and Upper School levels. Examination qualifications, together with academic reports supplied by their previous school, are also taken into account before acceptance by Oakham.

8. Provision for EAL Pupils

The following aims apply to the support of EAL pupils at Oakham:



- to provide regular assessment and monitoring of the progress of EAL pupils through IEPs, targets, and termly reports to parents.
- to ensure that all staff have access to appropriate information regarding the language learning needs of EAL pupils supported through updated IEPs.
- to contribute to raising the educational achievement of pupils with EAL needs by working in collaboration with departments.
- to support teaching staff in developing resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL pupils.
- to liaise with the Learning Support department regarding any EAL pupil who may have a learning difficulty.

Oakham supports EAL pupils where necessary to ensure that they are able to achieve their full academic potential across the curriculum. Once EAL language and learning needs are identified through further assessment, small group teaching, individual lessons and in class support are provided as appropriate. In Forms 1, 2 and 3 support is offered in place of Latin and/or a second modern language option. In Forms 4 and 5 for some pupils it is appropriate to reduce the number of GCSEs studied, so that EAL support is part of a pupil's timetable alongside supervised study time.

IELTS test preparation lessons are offered to pupils who do not have an English Language GCSE qualification, and who enter Oakham in Form 6 to study on the Advanced level courses. This qualification is an entrance requirement for UK universities.

Pupils in the Upper School are also welcomed into the department on an ad hoc basis without charge when a need is recognised for subject-specific support in their A-level, Pre-U, BTEC or IB DP studies, in addition to a free drop-in session on Tuesdays 2pm – 5.30pm. If a regular support need is identified or indeed requested, this will become chargeable.

All other EAL support for pupils is charged to the School bill.

9. Access Arrangements for EAL Pupils



Typically, these are the use of bilingual translating dictionaries in appropriate examinations. The school follows the regulatory requirements of JCQ or the IBO.

10. Charges for EAL and SEN Pupils

Details of the charges associated with supporting pupils with additional educational needs will be set out in a letter to parents at the end of the Spring term with all fee details for the following academic year. In addition, the charges will be set out in the Bursary Booklet, a hard copy of which is sent to parents together with Winter Term bills in July each year. The Bursary Booklet is also available on My School Portal. Appendix 1 sets out the anticipated charges from September 2023.