

SEND Policy, including EAL MTBS

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Aims

Merchant Taylors' Schools are academically selective and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of each School. We aim to treat each child as an individual and we welcome children with special educational needs and disabilities (SEND) providing that our Learning Support Departments can provide them with the support that they require. Under the terms and conditions of the *Equality Act (2010)*, we do not have the facilities to offer highly specialised and intensive support.

We aim to ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem. The overall Learning Support label includes students with learning differences, and those for whom English is an additional language. Within this, a distinction is drawn between SEND and EAL support, though some students may require both. The first section of this policy deals with SEND provision and the latter section with EAL support.

The Learning Support Department at Merchant Taylors' Boys' School is staffed by four specialist teachers and a Special Needs Assessor, and EAL is overseen by one of these specialists within the department. In addition, further support may be provided by additional colleagues as the need arises. However, all teachers at the school are considered teachers of SEN and are part of the network of support for students with special educational needs, with comprehensive information made available and referred to in the planning and delivery of the curriculum.

Definition and identification of SEND

Whilst Merchant Taylors' School, as an independent school, is not obliged to follow the *SEND Code of Practice: 0-25 Years (January 2015)*, it operates with close reference to it to ensure best practice. It is also mindful of its obligations under the *Equality Act (2010)*, and makes all reasonable adjustments for students with disabilities as defined by the act.

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’

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

Students with EHC plans

Where the Local Authority (LA) concludes that a child with an EHC plan should be placed at MTBS and names the School in the EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child’s EHC plan is made. This will include paying any additional fees charged by MTBS. The day-to-day practical responsibility of making provision rests with MTBS; this would be co-ordinated at an operational level by the Head of Learning Support. Alternatively the LA, if is satisfied that the provision set out in an EHC plan can be made more economically in the state sector, may decline to name an independent school in an EHC plan. This does not prevent parents from making their own arrangements to pay for a place at MTBS, so long as the LA is satisfied that the arrangements are suitable. In the latter case, it is not necessary for MTBS to obtain the consent of the DfE to accept a pupil with an EHC plan.

The 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 EHC plan, the provision specified in the EHC plan must be made. Whilst it is the responsibility of the LA, not the School, to review the EHC plan, MTBS would take a full and active role in this review process alongside the pupil, their family and the LA, including prompting the LA if necessary that the review is to take place. MTBS would be fully co-operative with the LA in the review process including through the requisite provision of information as set out in the ISSRs Part 6 – Provision of Information.

Merchant Taylors’ School’s provision:

Each pupil with SEND requires special consideration and treatment. If appropriate, adjustments will be put in place such that a pupil can access the School’s curriculum. We will discuss thoroughly with the parents and their medical advisors the adjustments that can reasonably be made for their child once they have accepted the offer to join Merchants and before the child becomes a pupil of the School.

The School’s provision is based upon a graduated approach towards support and intervention. The Learning Support Department follow the Assess, Plan, Do, Review framework (see Appendix 3). Pupils diagnosed with SEND will have an Individual Learning Plan (ILP) where required and a SEN profile accessible by all teaching staff. These documents record the pupil’s needs, indicates the severity of these needs, sets out the intervention / support provided and suggests strategies for classroom teachers that will support quality

first teaching. ILPs are stored in Teams and SEN profiles are accessible via a pupil's 3sys profile page.

Learning Support is provided in different ways, depending on the severity of a pupil's needs. Intervention and support may include:

- Differentiated teaching / use of strategies suggested on ILP and/or pupil profile
- Fortnightly Learning Support lesson with specialists
- Withdrawal from curriculum subject to join dedicated timetabled Learning Support class (In Lower School this is typically from the second MFL and in Middle School from a GCSE option)
- In-class support from specialists

Pupil profiles display a rank to indicate the severity of a pupil's SEND. These ranks are:

- Rank 3 – mildest category: involves close monitoring of pupil's progress by teachers and form tutor
- Rank 2 – focused intervention: pupil receives help from LS Department but follows full curricular programme
- Rank 1– full intervention: pupil follows a reduced curricular programme to take timetabled Learning Support lessons

Review

A review of a pupil's progress will take place on a regular basis (at least annually and more usually biannually); the ILP / pupil profile is adjusted accordingly and updated on SEN record on Teams and 3sys.

Although the co-ordinating and planning of a pupil's ILP, especially setting appropriate targets, is the responsibility of the Learning Support Team, the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of the expertise and responsibility of the individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils with SEND as part of the School's Learning Support provision.

Referral

Pupils who are thought to have SEND are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources including:

- Subject teacher's request
- Pupil self-request
- Parental request
- Management request
- GP request
- Following information from previous school/nursery
- Following blanket testing of a year group
- Following diagnostic tests
- Following individual interviews
- Following a SEND teacher tracking and observing individual pupils in lessons

The SEND referral form should be completed (see Appendix 2). Such cases will be referred to the Head of Learning Support who will complete and collate the relevant paperwork, and begin the assessment process. There will then be liaison between key staff, the Head of Learning Support and the parents. Where learning difficulties are found, a pupil profile will be drawn up as described above.

Screening for Special Educational Needs

During the process of referral, the Head of Learning Support may recommend that a pupil be screened for SEND. The screening tests available to the School are indicative only: they are not infallible. Parents will be notified if a screening test indicates that a pupil is at risk of SEND. A formal assessment can be arranged by the Schools or via referral to the NHS. If the parents wish to bring in any external agencies (e.g. for further testing, diagnosis or prognosis, remedial teaching) it will be their responsibility to do so, but the School will give appropriate advice and assistance. If an Educational Psychologist is employed it must be a partner practitioner and a Form 8 must be completed by the Head of Learning Support. This is to satisfy the JCQ requirements for access arrangements. Alternatively, our Special Needs Assessor can carry out standardised tests to further investigate any concerns. This further assessment can be used to apply for access arrangements and also to inform teaching.

Access arrangements

The Head of Learning Support will liaise with the Examinations Officer, as appropriate, to ensure that such pupils receive the maximum allowed access arrangements in internal and external examinations. Depending on the diagnosed need and JCQ access arrangements assessment, these include:

- 25% extra time (i.e. 15 minutes per 1 hour) will be given as appropriate for both internal and external examinations
- 50% extra time will be given in the rarest cases of severe SEND
- Provision of a word processor for typing examination responses
- Provision of a reader / scribe in examinations for those who are assessed as needing one and for whom it is a normal way of working
- Separate room for examinations

Physical accessibility

Whilst SEND includes physical disabilities, information on physical accessibility is set out in more detail in the School's Accessibility Plan and Disability Policy.

The communication and storage of information

Personal information relating to pupils should always be stored in line with the School's GDPR and data protection policy. SEND information requires particularly sensitive handling. Certain information may require confidentiality and all information should be handled and discussed in a way that does not stigmatise the pupil concerned.

A pupil's profile should be uploaded to 3sys so it can be accessed by teachers and Form Tutor.

Records of all standardised / diagnostic assessments and any formal reports (e.g. EP report) should be copied to the pupil's file.

Meetings with parents and outside specialists should be minuted by the Head of Learning Support and added to the pupil's digital file via a 'pastoral concern' on 3sys.

The role of the parents

To provide effective provision for pupils with SEND, parents must be involved from the earliest stages of diagnosis and assessment. Parents should be seen as partners in any programme of support. Parental involvement will include:

- For pupils already identified as having SEND on joining the School, parents must provide a copy of an Educational Psychologist's report or a medical report relating to the child's needs
- Immediate consultation between parents and school for any child showing signs of having SEND
- Meetings with parents for pupils receiving Learning Support intervention. This is a two-way process with parents providing information on current social, family,

emotional circumstances of the child and Learning Support Department providing standardised diagnostic assessment and review of ongoing intervention.

Accessibility of the Learning Support Department for parental consultation must be made clear to parents along with details of the complaints procedure should any dissatisfaction arise.

Expectations of parents are set out in the School's Terms and Conditions document. As discussed in the same, parents will be asked to withdraw a pupil, without being charged fees in lieu if, in the professional judgement of the Head and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for a pupil's educational needs.

Further action

Further action is triggered if, despite individualised programmes, intense support and a differentiated curriculum, the pupil is still making little/no progress in managing their learning difficulties. At this point the pupil may benefit from support from specialists from outside the school. These may include:

- Speech & Language Therapists
- Dyslexia Institute
- GP (hearing/sight check; referral to physio/occupational therapist)
- Educational Psychologist
- ADHD clinic
- Child Psychology specialist
- ECH plan

Charging policy

The usual procedural assessments (e.g. diagnostic assessments) and Learning Support lessons are not charged. Additional higher level support, relating to SEND or EAL needs, would be charged. Such support might include:

- One-to-one in-class support
- EAL class tuition
- Alternative curricular provision for EAL students

Part 2: English as an Additional Language (EAL) Policy

Definition

This policy is concerned with bilingual learners, who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes.

Rationale

The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and extra-curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and have responsibility for language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that that a child who has EAL may also have SEN needs. Lack of English is not equated with lack of knowledge, skills or understanding.

In order to cope with the high academic and social demands of the School, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive some tuition in English as an additional language.

Admissions

EAL applicants should be subject to the same admission procedures as other applicants. Boys take an assessment for entrance for Year 7 to Year 11. This assessment undertaken is a CAT4 test which contains Verbal Reasoning, Non-Verbal Reasoning, Quantitative Reasoning and Spatial Assessment. Those with EAL needs identified on the application form or by their current school may be made known to the School in advance. The EAL information is entered into the assessment data and the report produced following the assessment will reflect this. Following assessment, all pupils will be interviewed and any weaknesses identified will be given consideration during this process. Access Arrangements such as use of a bilingual dictionary are made for all Entrance Assessments, where students have been identified as requiring EAL.

For students entering the Sixth Form, the School largely insists on an IELTS requirement of 6 across all strands and may well ask new student to take up additional English support ahead of joining in the September.

Aims:

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures
- Be able to access external assessments, i.e. GCSEs and A Levels

Merchant Taylors' School's provision:

- Provision of a designated EAL teacher with specific responsibilities for EAL students
- Providing a welcoming ethos in School and a safe classroom environment
- Recognising the importance of the role of parents and the need to communicate with parents in their mother tongue where appropriate and possible
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate
- Providing appropriate cultural resources where possible and celebrating language and cultural differences
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiation in the planning of lessons
- Staff being aware that:
 - although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers
 - EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers
- Providing relevant procedures in baseline assessment and measuring/monitoring the acquisition of English as an additional language
- Providing additional learning support for EAL outside of normal lesson times where appropriate, and in-class support where possible
- Providing access to statutory assessments making full use of special/access arrangements
- Monitoring progress of EAL pupils in conjunction with the relevant Group Tutor, Head of Learning Support, Head of English, and Form Tutor
- Providing appropriate funding for resources and training of staff

Appendix 1: Examples of how learning difficulties may be exhibited

- Lack of basic skills in literacy, numeracy, oracy, auracy
- A much slower than average pace of work
- Difficulties in recording work
- Poor presentation of work due to pencil/pen control
- Difficulties in organisation or completion of work
- Physical or other medical difficulties leading to incomplete or substandard work – including sensory related difficulties
- Exhibiting behavioural patterns where lack of attention span or disruptive actions hinder progress.
- Exceptionally gifted in some area
- Specific difficulties in particular subject areas although demonstrating average abilities in all other areas
- Temporary learning difficulties may be exhibited which are related to social/emotional events.

Early identification, assessment and provision for any learning difficulty are very important for the following reasons:

- to minimise the difficulties that can be encountered when intervention and provision occur;
- to maximise the likely positive response of the child;
- to allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.

If the child's learning difficulty proves less transient when addressed by the School alone external agencies and support should be involved; earlier intervention is more likely to be successful.

Appendix 2: Learning Support referral pro-forma

SEN Referral form

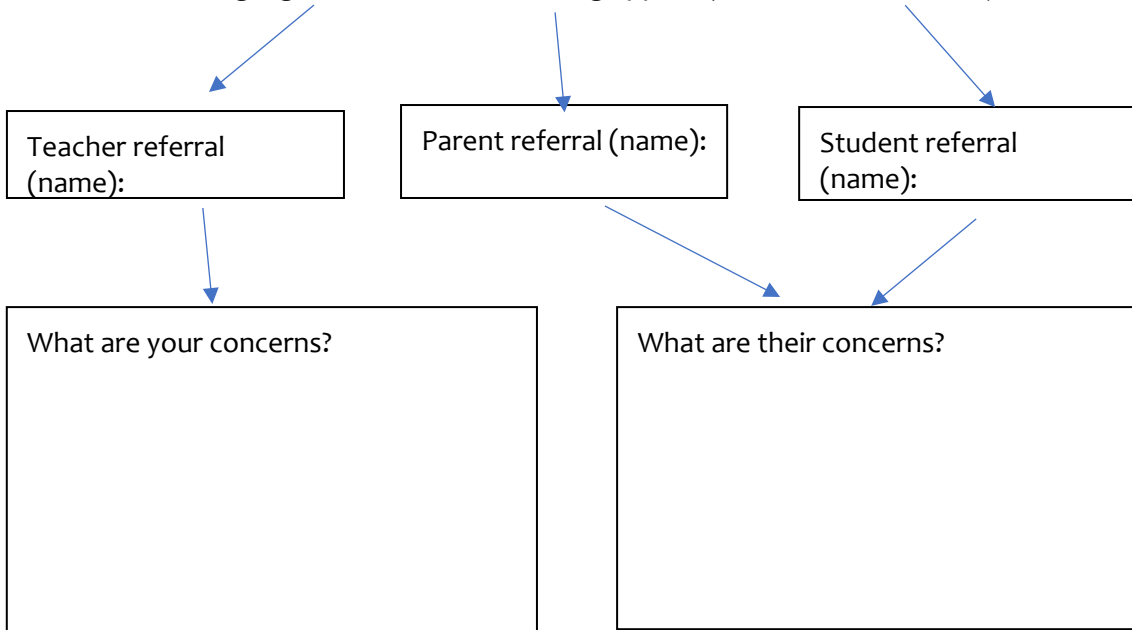
Please copy and complete in as much detail as possible

Student Name:

Form:

Date of referral:

Please highlight which of the following applies (can be more than one)



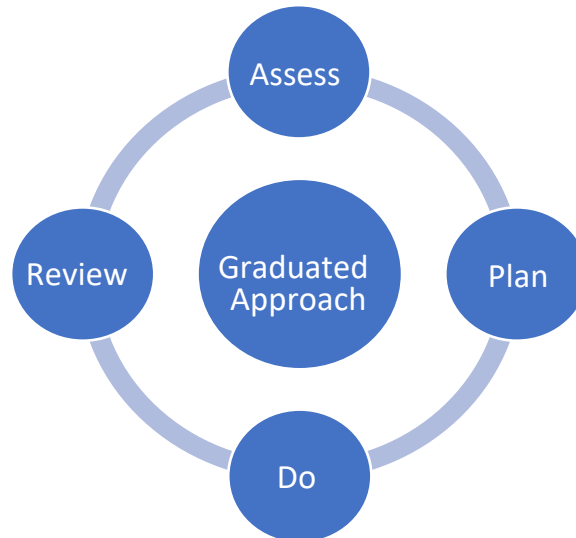
The flowchart starts with the instruction 'Please highlight which of the following applies (can be more than one)'. Three arrows point from this instruction to three boxes: 'Teacher referral (name):', 'Parent referral (name):', and 'Student referral (name):'. From the 'Teacher referral (name):' box, an arrow points to a large empty box labeled 'What are your concerns?'. From the 'Parent referral (name):' and 'Student referral (name):' boxes, arrows point to a second large empty box labeled 'What are their concerns?'.

What 'Inclusive Teaching' / QFT methods have you implemented?

Action to be taken (for LS department)

Radar	Pre-screen	Observe
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Appendix 3: Assess, Plan, Do, Review Framework



Assess:

- Are there any specific learning or behavioural issues?
- What are the student's barriers/needs to learning?
- What is their level of attainment and progress? Are they fulfilling their potential?
- What is the view of young person/parents/teacher/support staff/other?

Plan:

- Strategies - what can we put in place to support this student?
- Quality-first teaching
- Differentiation
- One to one support
- Timetabled intervention
- What outcomes do we want to achieve?
- Set targets via Individual Learning Plans

Do:

- Actions taken

Review:

- What has been done to support his pupil?
- What impact has this had on the pupil/ their learning / their needs?
- What are our next steps?