



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Special Educational Needs, EAL & Disability Policy

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
15.08.25	Policy updates	SENDCo.	Educational Standards Governors' Committee	29.09.25	01.09.26

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Head of Pastoral and Pupil Development (SENDCo). The Governing Body, Headteacher and the Head of Pastoral and Pupil Development (SENDCo) will work together closely to ensure that this policy is working effectively.

Each September the Head of Pastoral and Pupil Development (SENDCo) gives a briefing to the staff about all pupils with Special Educational Needs.

The School aims to develop the full potential of each child.

As an Independent educational establishment, our “**duty of care**” means we have two responsibilities:

1. To aim to identify children with Special Educational Needs.
2. To provide them with appropriate provision so that they reach their potential.

PHILOSOPHY

“High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority

of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.”

Stafford Grammar School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Stafford Grammar School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

AIMS AND OBJECTIVES

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Stafford Grammar School reflects the principles of the SEND Code of Practice 0-25 Years (January, 2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for pupils with special educational needs,

- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes from Year 7 based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the SEND Code of Practice 0-25 Years (January, 2015) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Staffordshire and Shropshire County Councils.

IDENTIFYING AND SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. Stafford Grammar School regards pupils as having a Special Educational Need if:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, *special educational provision* is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.” - SEND Code of Practice 0-25 years (January 2015).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Stafford Grammar School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

What SEN provision means at Stafford Grammar:

1. The context of children with a "learning difficulty" at Stafford Grammar School means children who are having significant difficulties in comparison with their peers at this school or have a physical need which means the teaching/learning environment has to be different or additional to that for the rest of the year group.
2. If a member of staff notices that a pupil is not reaching his/her potential and teacher support does not have the effect expected then the Head of Pastoral and Pupil Development will discuss various strategies with staff. If these do not work other teachers will be consulted about this pupil's attainment then this may lead to the pupil being screened for signs of dyslexia or dyscalculia in-house. The next step may call for external advice from our Special Educational Needs Assessor, or lead to a consultation with our external Dyslexia specialist. This pupil may not have "significant difficulties" but if it is felt that the pupil is not achieving his/her potential then we do need to be seen to act and to put some provision in place. The pupil will be added to our monitoring list.
3. A pupil may go on to have a Special Educational Needs assessment or an Educational Psychologist's assessment and have dyslexia lessons but still perform well/very well in relation to his/her peers. In such cases, this pupil would not be a Special Educational Needs child according to the official definition, but as we have taken action that pupil would be on our SEND list as a way of monitoring and tracking progress.
4. Parents would be informed at every stage and the views of the pupil would be taken into account. Our purpose in such instances is to enable all our pupils to reach their educational potential.

Fundamental principles for SEND which we support:

- a) the views of the child should be sought and taken into account in the light of their age and understanding
- b) parents have a vital role to play in supporting their child's education and should be consulted at every stage of the process
- c) any actions should be reviewed regularly to assess their impact on the child's progress
- d) close co-operation between teachers, pastoral tutors, outside agencies and parents

- e) teaching pupils with special educational needs is a whole school responsibility requiring a whole school response.

Progress may be achieved within the classroom situation through differentiation in schemes of work or subject setting; in such situations, the child does not have special educational needs. Subject teachers are made aware of this situation, and adapt their teaching strategies to the individual needs of the child. Sometimes, however, progress can only be achieved through a wider modification of the pupil's education and then the Head of Pastoral and Pupil Development (SENDCo) will be involved as the child will therefore require *special educational provision*.

Children with Special Educational Needs are those whose overall attainment or attainment in specific subjects fall significantly outside the expected range. They therefore need different help or support from the rest of the pupils because they are less able in one or more educational areas. If they are more able in one or more educational area/s the identification and provision comes under the Able, Gifted and Talented (ACE) policy.

THE FOUR AREAS OF SPECIAL EDUCATIONAL NEED:

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

1. *Cognition and Learning;*

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

2. *Social, Emotional and Mental Health Difficulties*

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADHD
- Attachment Disorder

3. *Communication and Interaction needs*

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- ASC (Autistic Spectrum Condition)

4. *Sensory and/or Physical needs*

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI

have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

MANAGING SEND:

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and the Head of Pastoral and Pupil Development (SENDCo), all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the Head of Pastoral and Pupil Development (SENDCo).
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Duties of the Governing body: to report annually on the effectiveness of the school's work on behalf of children with special educational needs. This may not apply to independent schools.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the Head of Pastoral and Pupil Development (SENDCo), Mrs Dawn Shaughnessy and Reverend John Davis, the Governor with responsibility for SEND. Independent Schools are largely outside the statutory orders for SEND but we have a "duty of care" which means we aim to:

"identify the SEND of a child when a child appears to be underperforming"

"have regard to the SEND of a child and to monitor a child's performance accordingly"

"provide education suitable to the needs of the child unless the school is unable to do so, in which case the head should bring the child's needs to the notice of the LEA"

(ISC Bulletin: No 1 May 1998)

Head of Pastoral and Pupil Development (SENDCo):

In collaboration with the Headteacher and governing body, they will determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Head of Pastoral and Pupil Development (SENDCo) takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with the Assistant Head of Educational Support, staff, parents/carers and external agencies. The Head of Pastoral and Pupil Development (SENDCo) provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Head of Pastoral and Pupil Development (SENDCo) develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Head of Pastoral and Pupil Development (SENDCo) and the Assistant Head of Educational Support liaise and collaborate with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the Head of Pastoral and Pupil Development (SENDCo) include:

1. overseeing the day-to-day operation of the SEND policy
2. co-ordinating provision for SEND pupils and reporting on progress
3. advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
4. advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
5. managing and co-ordinating our Assistant Head of Educational Support's, Mrs Roz Tarr's, timetable of support for our pupils
6. monitoring relevant SEN CPD for all staff

7. overseeing the records of all children with special educational needs and ensuring they are up to date
8. liaising with parents/carers of children with special educational needs
9. contributing to the in-service training of staff
10. being a point of contact with external agencies, especially the local authority and its support services
11. liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
12. organising specialist support such as Dyslexia teaching
13. doing MyPlans/RAFs for pupils from Year 7
14. doing Access Arrangements for external examinations
15. liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
16. liaising with feeder schools as necessary
17. liaising with the School Nurses
18. monitoring the impact of interventions provided for pupils with SEND
19. to lead on the development of high quality SEND provision as an integral part of the school improvement plan
20. working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

EVALUATION OF THE POLICY

Evaluation of the effectiveness of the policy will take place at the end of each year by the Head of Pastoral and Pupil Development (SENDCo), Mrs D Shaughnessy, SLT Line Manager Mr N Pietrek, Headteacher. In the light of recommendations, issues should then be addressed by the Head of Pastoral and Pupil Development (SENDCo) and the policy amended.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Head of Pastoral and Pupil Development (SENDCo) to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- TAs will liaise with the class teacher and the Head of Pastoral and Pupil Development (SENDCo) on planning, on pupil response and on progress in order to contribute effectively to the graduated response (Assess, Plan, Do, Review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the school's Medical Policy for further details.***

COMMUNICATION

Information to staff on Google Drive in the Shared SGS SEND Area:

1. Updated SEND register detailing pupils requiring SEN support
2. List of pupils accessing support from outside agencies and those having dyslexia lessons
3. List of pupils eligible for extra –time, rest breaks, and/or the use of a laptop/word processor in internal and external examinations. (more details given to examinations officer for GCSE and AS/A2 levels).
4. Other communications sent via confidential emails, including extra-time pupils list for ease of access to information

Pupil files kept in locked filing cabinets in the Pastoral Office (in The Wellbeing Centre): copies of dyslexia screener reports, dyslexia assessments, reports and letters to parents, access arrangements paperwork, evidence of need as well as any other relevant SEND documents.

PROCEDURES AND PROVISION

SEN Support – The graduated approach

ASSESS

- In identifying a pupil as needing **SEN support** the Head of Pastoral and Pupil Development (SENDCo), with the collaboration of teaching staff will carry out a clear analysis of the pupil's needs. This should draw on teachers' assessments and experiences of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The MyPlan and/or Reasonable Adjustment Form (RAF) (an equivalent of An Individual Education Plan) will be put in place from Year 7.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of

developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

PLAN

- Parents/carers, with their child, may meet with teachers, Heads of House or Deputy Heads of House and/or external agencies with the Head of Pastoral and Pupil Development (SENDCo) to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the MyPlan with a date to review the plan. The date for review will depend on the level of need present.
- The MyPlan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the MyPlan will be reviewed. A copy of this may also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The MyPlan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the MyPlan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a MyPlan detailing the support which will bring about the next part of the cycle –**

DO

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The Head of Pastoral and Pupil Development (SENDCo) will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to it.**

REVIEW

- There will be a review of the MyPlan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the Head of Pastoral and Pupil Development (SENDCo), will revise the support in light of the

pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

PRACTICALITIES

I: Identification

A: Action

There are a variety of channels through which we identify pupils who need some help with their studies and many do not even fall within the SEN support criteria. A few do have special educational needs. Our action is also included here.

- 1. I: Pupils coming to School** with information about their Special Educational Needs: this is usually an Educational Psychologist's report from a Specialist Assessor or Educational Psychologist or may be information from the primary school detailing need. The application form includes a section for parents to fill in. Any physical special needs are requested by parents.

A: The Headteacher, SLT Line Manager Mr N Pietrek, Headteacher and Head of Pastoral and Pupil Development/SENDCo, Mrs D Shaughnessy, decide whether the School can provide appropriate facilities and/or education. The primary school should provide us with information about the provision they made and any reports. Discussion with parents.

A: on arrival, dyslexia lessons are organised if parents wish and at an additional cost and information passed to the Dyslexia teacher. Physical needs are referred to the School Nurses. Staff are informed of the names and needs at the full staff meeting before the year starts and staff are referred to the pupil's main file.

- 2. I: Entry Examination** may show up pupils with a good Verbal Reasoning score but a much weaker English or Mathematics score.

A: Parents are informed and suggestions for action given, either as preparation for retesting or, if a place is offered, as preparation for September entry. The Head, Deputy and Senior Teacher decide whether the School can provide appropriate facilities and/or education.

- 3. I: School tests and examinations:** results are monitored by the Headteacher, management team and Heads of House. Pastoral meetings regularly discuss grades and results of individual pupils.

A:1. Pupils with low results generally or in specific subjects are seen by Heads and Assistant Heads of House; parents may be invited for discussion; discussion with Senior Teacher and/or the Head of Pastoral and Pupil Development (SENDCo) may follow. Subject teachers take responsibility and devise strategies.

A:2. Setting may take place as a result of such testing (e.g. Mathematics after Year 7, Science in Year 9 and English in Year 10) or change of sets. Instead of two Modern Foreign Languages in Years 7, 8 and 9, one, or in extreme cases, no, Modern Foreign Language studied. No MFL at GCSE can be an option with an alternative subject chosen. Reduced timetable for GCSE/AS/A2 levels considered.

4. English department testing:

I: Year 7: New Group Reading Test – Standardised Reading Assessment from GL Assessment.

A: weaker pupils do the Pause, Prompt, Praise reading scheme. There is also an intervention for the more able depending upon demand with a Year 7/8 Reading Club. Discussion takes place between the Head of Pastoral and Pupil Development (SENDCo), Head of English and Year 7 English teachers. This is not formalised SEN provision at this stage but parents are informed.

I: Year 8: New Group Reading Test – Standardised Reading Assessment from GL Assessment.

A: weaker pupils do the Year 8 Summer Work Packs for Reading and Writing and parents are informed.

I: Year 9: New Group Reading Test – Standardised Reading Assessment from GL Assessment.

A: weaker pupils do the Year 9 Summer Guided Reading Pack and parents are informed.

A: results used by Head of English to guide setting in Year 10 and for the GCSE English teacher to target weaker areas. Results are also shared with key staff.

5. External testing:

I: MidYIS: Year 7; YELLIS: Year 10.

A: If any serious discrepancies appear, action as for internal testing takes place. Subjects where pupils are more likely to succeed can be included in Year 9 option choice decision making.

- 6. Transition Plans:** The Head of Pastoral and Pupil Development (SENDCo) and academic tutors are by this time aware of any SEN provision and so check the following:
Year 9 options: identify any special provision needed, e.g. no modern foreign language and discuss with pupil, parents and relevant departments.
Upper Sixth: higher education options and recommendations, e.g. some universities are very helpful to dyslexic students; others have a higher proportion of coursework etc;

DYSLEXIA AND DYSPRAXIA PROVISION

A dyslexia assessor and specialist is available to advise parents if they would like their child to have one-to-one support. Financial arrangements are between the parents and the specialist tutor. Information about the pupils is shared with the teacher (having gained permission from the parents). New psychological assessments and any reports are available to view in the Head of Pastoral and Pupil Development's Office. Staff are obligated to read these to keep up to date with current information.

Pupils, whose psychological report recommends extra time for external examinations, are given this extra time from Year 7, after evidence has been gathered as requested by JCQ. If pupils are advised to use a word processor for all or some of their work this is facilitated and special arrangements are made for the use of laptops in the classroom and in internal and external examinations.

In extreme cases a dyslexic pupil may opt out of a particular subject, e.g. one of the two Modern Foreign Languages for Years 8 and 9. In some cases, a pupil may opt out of taking a language for GCSE but will generally take another optional subject instead. Such decisions are taken in consultation with the Headteacher, the Head of Pastoral and Pupil Development (SENDCo), Head of Modern Foreign Languages, Deputy Head (Academics and Operations), pupil and parents.

PROVISION FOR PUPILS WITH AN EHC PLAN

The school will discuss with parents of potential pupils, who may have Education, Health and Social Care Plans (EHCP) requirements and will create individualised programmes to address their educational and welfare needs.

DEVELOPMENT PLANNING

1. Identification of the need for another person to be involved with SEND in the future, with training for members of staff in recognising dyslexia.
2. More timetabled lesson allowance for the Head of Pastoral and Pupil Development (SENDCo) to extend and develop SEN provision in school.
3. The implementation of MyPlans from Year 7.
4. Lesson observations with SEND focus.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Stafford Grammar School has a very small number of pupils for whom English is an additional or second language to their own native language. We are entirely committed to ensuring EAL and/or international pupils at Stafford Grammar School are provided with the best opportunities to enable them to progress in a British curriculum environment. This is the principal aim of this policy. Stafford Grammar School, its staff and wider pupil community value the cultural diversity brought by speakers of other languages. We take steps to ensure that pupils who speak other languages are integrated effectively into the school environment, both academically and pastorally.

EAL pupils are subject to all the normal procedures for teaching, learning and assessment that all pupils are, such as progress, attainment and aspirational grades, academic reports and internal testing and examinations. However, communication is enhanced between the Head of Pastoral and Pupil Development (SENDCo), the English department and subject teachers. EAL pupils are an addition to our SEND register to ensure that we are tracking and monitoring our meeting of the needs of pupils with EAL.

Our commitments as a school

- Ensure all teaching staff are informed when a pupil with EAL is in one of their classes. Please see extra resources for suggested strategies for teachers from our external EAL specialist.
- Recognise the importance of the role of parents/guardians and the need to communicate with them about their child's progress.
- Ensure that tasks are well supported by concrete and visual materials.
- Differentiate in the planning of lessons.
- Make staff aware that although pupils can become conversationally fluent in two years it may take several more years for them to become fluent writers.
- Provide access to additional learning support for EAL where assessment has demonstrated that this is necessary.

- Provide access to statutory assessments making full use of special/access arrangements where appropriate.
- Provide appropriate funding for resources and training of staff.
- Attend to the overall welfare and well-being of EAL pupils and liaise with the School's pastoral team in the event of concerns arising.

Principles of effective EAL provision

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately.
- Teachers play a key role in modelling uses of language.
- The focus and use of additional support is best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full curriculum. However, where appropriate the curriculum is adapted to meet the needs of the individual pupil.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' native languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed native language and literacy in native language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Identification, Assessment, Strategies and Support Provision

On acceptance, EAL pupils or those anticipated to be EAL pupils undertake an English language assessment and are observed on an individual basis. This initial assessment is arranged by our Assistant Head of Educational Support and conducted on FlashAcademy. The assessment involves initial baseline tests to check the standard of the pupil's first language against the level of his/her English Language so that provision can be made for their teaching and learning in school. This is needed to inform teachers what level of academic language a pupil has in order to tailor the lessons to their level. The teaching will be done within the pupil's school day during either study periods or lessons that the pupil is withdrawn from with the agreement of the school and the pupil's parent/guardian. The English lessons will be conducted by an external specialist tutor who is a teacher of English as an Additional Language. The plan will be drawn up according to how the pupil performs in the baseline assessment and to bridge any gaps in knowledge.

The number of hours and duration of teaching is agreed with the school, specialist tutor and the pupil's parent/guardian. The cost is approximately £50 per hour for a minimum of 1 ½ hours contact time per session and is paid for by the pupil's parent/guardian. It will be mainly one to one tutoring but that can be negotiated to provide opportunities for group work activities. The support will only be effective if the pupil is engaged and all work provided is completed.

The lessons enable the pupil to progress with acquiring the academic language required for his/her work with the different subjects in his/her respective classes.

Once a pupil's needs are identified support can be provided in a range of ways including:

- Pupil's have a log in for FlashAcademy and can access resources and learning materials/tasks at school and at home.

- Recommendations and resources given to class teachers to aid their support of the pupil in lessons, with specific reference to the particular language needs in question
- The Progress Updates provided termly by the specialist tutor are shared with staff so that provision is adapted to meet the changing needs of the pupil.
- Resources such as key word lists, mini dictionaries and web-based translation apps are used in the classroom to aid learning.

Evaluating impact

The school EAL policy will be kept under regular review. The success of the policy will be determined by the achievements of targets outlined in the progress reports. In addition, the following criteria may also be used to evaluate the success of the English as an additional language policy:

- Success of the initial assessment process.
- Academic progress of pupils who speak English as an additional language.
- Progress of EAL pupils in relation to peers of the same age.
- Reading and spelling ages for pupils in Key Stage 3 or progress and aspirational grades of pupils on accredited courses in Years 10 and above.

Staff development

In-set training needs related to English as an additional language teaching will be identified by the Headteacher in consultation with specialist staff and will be incorporated into the School Improvement Plan.



