



The Froebelian School

Policy on Educational and Welfare Provision for Pupils with SEND/EAL

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

This policy pays due regard to the following legislation:

- Children and Families Act 2014
- SEN & Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)

This policy details the general provisions for children with SEND/EAL and should be read in conjunction with the school's full SEND Policy.

INTRODUCTION

The Froebelian School welcomes all children and recognises that individual needs will vary. The school will work to provide an inclusive curriculum. Teaching strategies and resources will be adapted whenever possible to meet different needs including, if appropriate, children with diagnosed special educational needs and disabilities, and children for whom English is not their first language. In order to help all children to achieve their potential, we work closely with parents and carers and, where necessary, other agencies.

PRINCIPLES AND AIMS

The school will work within the legal framework of the SEN and Disability Act 2001 and the revised SEND Code of Practice 2014. It will ensure that all children with SEND are identified through co-operation with teachers, parents/carers, district health authorities, social services departments, school support services and voluntary agencies. For full details on identification of SEND please refer to the policy document for Pupils with SEND/Learning Difficulties.

All children with diagnoses of SEND, EHC Plans or for whom English is an additional language shall be entitled to maximum possible access to a broad and balanced curriculum including the National Curriculum in appropriately differentiated form. For full details on the teaching and learning programme, including links with home and the community, please refer to the policy document for Pupils with SEND/Learning Difficulties.

Children with statements of SEND or for whom English is an additional language will be admitted in the same manner as all other children, provided the school is able to make reasonable adjustments to meet their needs.

MONITORING SEND

The Froebelian School strives to maintain a consistent approach to SEND that will be understood by all staff, governors and parents.

All children requiring Learning Support (including pupils with diagnosed SEND or EHC Plans) will have their needs regularly reviewed to evaluate the nature of the provision being made. These reviews will take place termly, linked to the existing half-termly reviews of all pupils, in order to promote and maintain the child's self-esteem by aiming for realistic targets of achievement.

Where an outside agency is involved, close contact will be maintained between the child's parents, the class teacher, the SEND Co-ordinator and the Headteacher, to ensure the correct progression and continuity.

We will provide an environment which promotes a close partnership with parents and encourages professional sensitivity towards children with SEND and children for whom English is an additional language and their families.

The SEND Co-ordinator will maintain a register. This will incorporate individual teacher assessment and criteria for formal assessment linked to the Code of Practice guidelines.

There will be on-going training related to SEND for all staff. Staff meetings will regularly include an update of Learning Support provision by the Headteacher or the SEND Co-ordinator.

ENGLISH AS AN ADDITIONAL LANGUAGE

We recognise that not all EAL children will have any Special Educational Needs or Disabilities. In order to cope with the academic and social demands of the Froebelian School, children need to be fluent English speakers. Although the majority of EAL children quite quickly attain a level of understanding and a degree of fluency that makes normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition. If necessary, children will receive targeted help in the classroom and class teachers will be advised, by the SEND Coordinator, of suitable classroom support strategies. We may also recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

Strategies

Teachers take specific actions to help EAL pupils to develop their spoken and written English by:

1. Showing how spoken and written English are structured
2. If necessary, enlisting the aid of any appropriately bilingual pupils in the group as translator
3. Providing support by the use of ICT and dictionaries
4. Ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing
5. Re-wording and re-phrasing any discourse in English with the child

6. When necessary, employing and encouraging the pupil to employ, non-verbal modes of communication (gestures and drawings) to support verbal disclosure
7. Encouraging children to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them
8. Using accessible texts and materials that suit the child's age and level of learning.

LIAISON WITH OTHER SCHOOLS

When a child with SEND or EAL enters the school later than the normal entrance age, a link will be established with the previous school and copies of records will be obtained.

To ensure continuity and progression of the child's needs, we will contact the future schools of any children with SEND. Copies of all reviews, IEPs, and correspondence with outside agencies may be disclosed to the new school if this is considered to be beneficial.

HEALTH AND SAFETY

Most teaching and learning takes place within the normal classroom environment. All teaching areas within the school, including the Learning Support Room, have undergone a detailed risk assessment and copies are kept by the Bursar. Staff are reminded of their health and safety responsibilities routinely and suitable training is provided when appropriate.

PHYSIAL ACCESSIBILITY

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of The Froebelian School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings more accessible to disabled children, parents and visitors.


OTHER RESOURCES

We have a range a range of books and pamphlets on SEND. These are kept in the Learning Support room and are available for staff, parents and carers to see. We will also seek advice and support from external agencies (e.g. the local authority Early Years Development Partnership,).

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: October 2017

Policy Review Date: October 2020

Signed (Headteacher): 

Signed (Chair of Governors): 