

## SUPPORTIVE EDUCATION POLICY for SEN, EAL and pupils with an EHCP

The school Mission Statement indicates that we encourage **"GROWTH IN MIND, BODY AND SPIRIT"**.

This is reflected in our non-selective policy of admissions. Our school population includes children with mild or moderate learning difficulties and one or two with moderate physical handicaps or sensory impairment. At the same time, we have pupils with high academic ability who similarly need special care

- Close pastoral care and personal involvement of experienced teachers in the classroom is used to identify/highlight the pupils experiencing difficulties or who need more challenge. Class work is differentiated so that the whole ability range is working to achieve individual potential.
- Specialist support is available both in and out of the classroom by our SENCo and support staff.
- An individual child may be detained a year or accelerated a year on entry if indications are present that this will be beneficial for the pupil.
- Class teachers are aware of how to identify and cater for children with dyslexia and special educational needs.
- Children may be screened by our SENCo soon after starting school with us – the earlier difficulties are identified, the sooner we can implement programmes of study to help/improve the situation.
- EYFS children are observed from time to time by our SENCo and EYFS staff can request screening or intervention whenever they detect that a problem may exist.
- Individual or groups of children may be extracted from some classes in the Preparatory Department for individual support or small group work with qualified members of teaching staff or support staff.
- New pupils to the school with mild or moderate learning difficulties will be seen by our SENCo on a regular basis for a short time while a strategy is devised which can be implemented by the classroom teacher, monitored by our SENCo on a regular basis.
- Specialist help from our SENCo is available on an on-going basis if parents request it. The school subsidises the cost of these sessions.
- If thought beneficial, parents will be advised to engage the services of an educational psychologist in order to have the child's needs assessed. The report can then be acted upon in school, under the guidance of the SENCo.
- Individual programmes of study are devised and communicated to all staff involved with the child and to heads of areas (Preparatory Department, Key Stage 3 and Key Stage 4). These provision plans are monitored and re-structured by the SENCo at meetings held with staff and support staff on a regular basis.
- Senior pupils may have a reduced subject load so that potential is maximised in areas where success is likely to be greatest (e.g. a second modern foreign language may not be introduced). Support staff often work with these pupils in their individual study time.
- Senior pupil support by staff is available at lunchtimes, aft 4.00pm and by arrangement.

- The Options programme at Key Stage 4 ensures delivery of subjects that lie within the capability of those with special needs.
- A wide range of extra-curricular activities provides opportunity for less able children to interact with their peers on equal terms.
- Peers are encouraged to help and support class members and younger pupils who need encouragement and help.

This policy applies to the Junior School and Senior ~~Pre-Prep, Prep and High~~ School Departments.

## SPECIAL EDUCATIONAL NEEDS POLICY

### **The vision for our school:**

At St Dominic's Grammar School we aim to enable all children to achieve their full potential and to be included fully in our exciting and stimulating school life.

'Identifying pupils' support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly'

Support and Aspiration: A new approach to special educational needs and disability.

The school believes that with appropriate provision every child with SEN can be helped to achieve his/her potential.

This policy was developed as a result of attending SENCo forums and also as a result of discussions with an LA adviser.

We aim to:

- Identify pupils with SEN from EYFS to Year 13 as early as possible and ensure that all their needs are being met.
- Maximise the opportunities for learners with SEN to join in with all the activities of the school.
- Ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- Encourage learners to develop confidence and recognise value in their own contributions to their learning giving them high self-esteem.
- Encourage regular and effective communication between parents and school.
- Encourage learners to express their views and to be fully involved in their learning.
- Ensure parents are informed of their child's special educational needs and promote effective partnership to involve outside agencies when appropriate.

We know that some pupils will have special educational needs at some time during their school life and the best way of helping them is for everyone involved to work together.

As from the 1 September 2014 the majority of Part 3 of the Children and Families Act 2014, its associated regulations and the Code of Practice has come into force.

Definition of Special Educational Needs: Code of Practice September.

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. By learning difficulties, it means that the child will have much greater difficulty in learning than the majority of children of the same age, or that he or she has a disability which prevents them from using the facilities in the school that are provided for children of the same age.

Identifying when a pupil has Special Educational Needs:

The areas of need are identified as in the Code of Practice 2015:

Communication and interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

- While the four categories of need broadly identify aspects of primary areas of needs for children and young people at St. Dominic's Grammar School, identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Pupils must not be regarded as having learning difficulties solely because their language or form of home language is different from that in which they are taught.

Consider what is not SEN but may impact on progress and attainment.

- The majority of learners have their needs met through normal classroom arrangements, high quality teaching and appropriate differentiation and by targeting a pupil's area of weakness.
- The progress made by all learners will be regularly monitored and reviewed. The SENCo, SLT, Heads of Faculties, and staff scrutinise whole school data regularly as a means of screening pupils who are not making adequate progress. This allows early intervention to address pupils' needs.
- Where progress continues to be less than expected despite appropriate differentiation the class or subject teacher, working with the SENCo should assess whether the child has SEN and additional provision is necessary.
- If a pupil is displaying an area of concern, the SENCo contacts parents and initiates the process of organising additional support to meet their needs. This may involve consultation and advice from outside agencies.

Note: Identifying and assessing SEN for children whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language may not be SEN. If the pupil is in the EYFS setting, the appropriate use of their own language will be encouraged alongside the development of their EAL (English as an Additional Language) skills

As from September 2015 children for whom a statutory assessment is undertaken will receive a new Education, Health and Care Plan rather than a Statement of Special Educational Needs. The new plan will provide the same statutory protection and rights as a statement.

## REFERRAL FOR AN EDUCATIONAL, HEALTH AND CARE PLAN

- If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an EHC Plan will be taken at a progress review.
- The application for an EHC Plan will combine information from a variety of sources depending upon the complexity of the child or young person.

Parents

Teachers

SENCo/LSAs

Outside Agencies (Educational Psychologist, Area SENCo)

Health Professionals

Social Care

- Information will be gathered relating to the current provision provided, Provision Mapping will outline action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## EDUCATION, HEALTH AND CARE PLANS (EHC Plans).

1. Following statutory assessment, if an EHC Plan is provided and if it is decided that the child's needs are not being met by the support that is ordinarily available the school and the parents will be involved in producing the EHC Plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be in place, for example, reducing or increasing levels of support.

St. Dominic's Grammar School has put in place Provision Mapping for children who have specific needs that are different from their peers' needs. The Mapping Provision identifies when and how various strategies will be implemented. The entrance and exit point with regard to targets set for the pupils, including the value added for each intervention.

By implementing Provision Mapping, St. Dominic's Grammar School hopes to ensure that there is a whole school provision for all vulnerable learners. This would include pupils who are underachieving, pupils with genuinely identifiable SEN,

pupils with English as an additional language, pupils with persistent absence and looked after children who for whatever reason would benefit from such provision in school.

## A GRADUATED APPROACH TO SEN SUPPORT

### Assessment

- St Dominic's Grammar School assesses each learner's current skills on entry, building on information from previous settings and key stages where appropriate.
- High quality teaching, differentiated for individual pupils, is the first step in responding to learners who have or may not have SEN.
- Regular assessments from the class/subject teacher to ensure progress is being made by all learners.
- In deciding whether to make special educational provision, the teacher and SENCo will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include :

### Observational Assessment

### Teacher Assessment

Statements (put in place prior to EHC plans)

Learners' progress in relation to the objectives in the National Literacy/Numeracy Strategies.

Standardised screening/assessment tools- diagnostic tests

Information from parents

Information from outside agencies e.g. Speech Therapy, Health Professionals

## PROVISION PLANS

The views of the parents.

The Pupil's own view

This will form the pack of evidence required for the pupil available to staff.

Plan and Implement

- Specially prepared learning materials
- The use of appropriate ICT equipment such as Interactive Whiteboard My Maths7, Times Table Rock Stars, Numbots, reading pens, various interactive websites (eg WordWall.net, Seneca Learning)
- Deployment of Learning Support staff and Teaching Assistants.
- Individual and group teaching sessions and the use of a well-equipped learning support room
- Liaising with outside agencies and incorporating their suggestions in our planning

- Employing the expertise of outside agencies – Speech and Language, Early Years Team, E.P.S (Educational Psychology Service)
- Provision Mapping to highlight how and when provision will be used and how effective that provision is for the outcomes identified for each pupil.
- The class/subject teacher will remain responsible for working with the learner on a daily or weekly basis.
- Where interventions involve group or one to one teaching away from the main class or subject teacher they will still retain responsibility for the learner.

#### Review

- Interventions will be reviewed termly
- The impact and quality of the support will be evaluated through Provision Mapping
- Pupil's views on their intervention/interventions will be considered.
- Information about the impact of the support and interventions provided, for parents enabling them to be involved in planning the next steps.

## RECORD KEEPING

The SENCo is responsible for SEN records and for making sure they are made available to others who need to see them. The records kept for a pupil with SEN may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels of attainment
- Information about use of additional support
- The child's own view of their needs
- Information from health/Social Services

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class, faculty to faculty and school to school.

In our School we:

- Ensure that all staff are aware of individual pupils' special needs and how these needs are met through regular staff meetings, including twice weekly morning briefing meetings, Heads of Faculties meetings and informal discussions.
- Inform staff of any special provision required
- Ensure all staff including peripatetic staff are aware of a learner's individual needs.
- Meet regularly with parents to discuss concerns/progress

- Discuss needs of the pupils on transfer to and from another school via school visits in the Summer term.

## THE PEOPLE WE WORK WITH:

### Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we:

- Review provision plans with parents
- Ask parents to support our homework policy
- Hold parent interviews – during the three terms
- Produce a written report in the Summer terms
- Produce half term grade cards
- Organise meetings to explain the teaching of reading/maths/literacy
- Invite parents in to share the work the teachers are doing with the pupils
- Have an 'open door' ethos towards parents which welcomes and values their views
- Encourage parents to share information about their child
- Distribute information to parents about relevant support groups–Parent

Partnerships and other voluntary organisations.

### Children/Young People/Other learners

- Set attainable targets through 'Assessment for Learning'
- Ensure children are aware of these targets and review these regularly
- Discuss mapping provision with the children
- Listen to what the children need through the school council
- Encourage the children to value each other through peer marking and peer appraisal
- Develop group as well as individual work
- Support emotional and social development
- Encourage all children to participate in after school activities in the extended day

### Voluntary Agencies

Voluntary Agencies have an important role to play in meeting the needs of pupils with SEN as they can provide information about particular SEN and can offer support to parents and schools. In our school we:

- Provide information for contact points e.g. Parent Partnership Project, British Dyslexia Association,
- Special Needs Network

### Working in partnership with parents

Under the new legislation there is a requirement on local authorities to publish a SEND local Offer, which will set out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This will detail information about what is available to support families both with and without an EHC Plan. They may also signpost parents to the Parent Partnership Service who may offer specific advice, guidance and support where requested. The Local Offer will be, if necessary, made available to parents, on request.

### LA (Local Authority) Support

We have a range of Support Services at St. Dominic's Grammar School that we can call upon to give us advice, support and training on SEN

- SLTs and AS Specialist Teachers and Area SENCos Team
- Education Psychology Team
- Specialist Teachers for sensory impairment
- SEN Early Years Team

### Links with the Local Community

We believe that the school has an important role to play within the local community.

We are involved in:

- Performing at local theatres
- Arranging visits from the librarian and visiting the library
- Visits to local Churches where pupils perform
- Events/liaison with Brewood Rotary Club
- Providing art displays for the local community
- Young Enterprise
- Duke of Edinburgh Award Scheme
- Inviting local schools into school for events
- Supporting local, national and international charities: The PDSA, Guide dogs for the Blind, Age UK, the Teenage Cancer Trust, Sport Relief, the British Heart Foundation and the Church House of Bread.

### Parent Partnership Services:

Parent Partnership Services provide information, advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one.

In our school we:

- Inform parents of the role of the Parent Partnership Services
- Distribute information published by Parent Partnership
- Show parents how information can be obtained from the following places depending on parental addresses (see appendix)



## Health and Social Service

Some pupils with SEN have support from or involvement with health and/or Social Services. These pupils are helped when all professionals work closely together.

In our school we:

- Work with designated Health and Social Services Officers for SEN to seek advice on pupils' needs.
- Convene CAF's (Children's Assessment Framework) in Staffordshire this is known as 'Early Help Assessment' (EHA) with professionals, parents/carers.
- Hold review meetings with appropriate professionals and parents/carers to discuss pupils' needs and progress.
- Organise PEP's for Looked After Children
- Ensure that we implement the advice of Health Professionals
- Implement Cool Kids and Cool Fingers
- Support Speech Therapists' and Speech and Language Deputys' work.

## DYSLEXIA (COGNITION AND LEARNING) POLICY

St Dominic's Grammar and the SENCo, as part of their special needs provision, endeavours to ensure that the identification, assessment and intervention for pupils from the EYFS to Y13 with Dyslexia (cognition and learning) takes a high priority.

As a result of this St. Dominic's Grammar School follows the policy and procedures to facilitate progress and provision for these pupils.

### Admission to School:

We will never refuse to admit a child to school simply because he/she has special educational needs. We will try to make sure, where possible, that we put into place arrangements that a pupil needs.

'All schools admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all applicants for admission' (Code of Practice September 2015)

The school believes that with appropriate provision every pupil with Special Educational Needs can be helped to achieve his/her potential.

### School Access Plan:

We have a duty to draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities (the SENDA policy) This policy is reviewed and updated every three years.

In our school we will:

- Improve access to the physical environment
- Improve access to the curriculum
- Improve how we provide information in a range of formats for disabled pupils

Our School Access Plan describes how we intend to do this and is available for inspection. If you would like a copy of our School Access Plan please contact the Head of School.

## EQUALITY ACT 2010

The Equality, Disability and Diversity Act requires schools to promote equality of opportunity for all its community.

The Equality Policy is available for staff in the staff handbook and is available, on request, to parents. The document is kept in the Head of School's office and is available for inspection.

We aim to develop staff knowledge and skills through gathering information every year to help us identify precisely what training is necessary for all staff in school. This will depend on the range of special educational needs pupils have that we need to provide for. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

The training is provided in the following ways:

- In-House training
- Mentoring of ECT staff
- Observation of others' practice
- Visit to/links with other schools
- Non-contact time
- Attendance at externally provided training events
- Participation in accredited training opportunities such as the NASENCo programme.
- Specific training for the SENCo e.g. Access Arrangement update courses held annually.

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

This policy applies to the Junior and Senior Schools.

### **Purpose**

To facilitate the smooth and successful transition of overseas students into our school, for example:

- a) To take A Level, with a view to studying at a UK university. This may include an English language qualification including GCSE, Trinity or IELTS courses dependent on the school's provision at the time.
- b) To develop their English Language skills by means of studying and integrating into the holistic programme the School has to offer. This could be for up to a year before returning to their home country and resuming their schooling there.
- c) To maintain a child's self-esteem by acknowledging their language and culture

## Language Development.

Some of the overseas students who arrive here will not be fully competent in English but neither are they complete beginners. Some students, particularly those from mainland China have benefited greatly from attending an English course elsewhere during the summer holidays prior to joining the School.

All overseas students are given specialist English Language teaching as part of the curriculum or extra curriculum (extended day): they will attend English as an Additional Language (EAL) lessons at a pre-arranged time during one of their 'study periods' or in the extended day with the relevant staff. In addition, language support is offered in subject lessons whenever possible. This has been most successful and well-received. Public examinations in EAL can be taken at all levels which could include the Cambridge exams. The School welcomes information or suggestions about specific students with particular difficulties, and will always try to assist subject staff.

## Introduction

In keeping with the ethos, aims and objectives of St. Dominic's holistic approach to education, this document seeks to outline the ways in which the school meets the EAL needs of its students. Students are normally admitted to the school on the understanding that they will follow the full school curriculum appropriate to their age and ability. Those students for whom English is not their first language are offered, as appropriate, support in their language development by the EAL Department from those specialist staff who are able to offer support classes on an individual or group basis.

It should be noted, however, that while some overseas pupils might initially appear to have a language based problem, it can also be the case that the student has underlying learning difficulties. Any concerns are followed up by LDD (Learning Difficulties and/or Disabilities) testing carried out by the Head of Learning Support. Once identified, these pupils would then be supported by staff specialised in both EAL and LDD teaching. St. Dominic's seeks to respond to its changing student roll and views its management of and provision for these groups as part of the wider process of academic differentiation which seeks to maximise the learning potential of every pupil. Within a boarding school context this policy acknowledges that pastoral, educational and medical issues are often closely interwoven and that liaison with all those involved in the care of a particular individual is necessary to ensure optimum support.

The School aims to support individuals across the school in accessing the academic curriculum provided by the school through the development of their English language skills, enabling the pupils to achieve their full academic potential in appropriate public examinations and further, to gain access to the higher education institutions of their choice.

## Objectives

- To identify through EAL entry testing and through liaison with teaching staff, the language learning needs of EAL students within the school.
- To meet the language and learning needs of EAL pupils through the provision of support lessons, either individual, paired or in groups, which identify and provide an appropriate programme of learning aimed to improve their linguistic ability as well as their learning skills.

- To develop on-going liaison between colleagues, parents/Study Links International and pupils regarding their language learning needs in order to help their learning flourish.
- To liaise regularly through the Heads of Faculty to identify and offer support to any EAL pupil who is failing to reach their identified subject-specific academic targets due to language difficulties. Teaching materials may need to be prepared by the specialist teacher to enable the pupil to understand key terms and specialist vocabulary. Training and support will be provided by the specialist teacher at staff meetings/inset days. A comprehensive programme for the EAL pupils is also available on the shared area for all staff to access. This will also be updated regularly.
- To provide regular assessment and monitoring of the progress of EAL pupils supported by the department through the updating of PPs (individual Provision Plans) and the provision of termly reports to parents.
- To ensure that all staff throughout the school have access to full and appropriate information regarding the language learning needs of the EAL students supported by the department through the provision of an up-dated PPSs on SharePoint.
- To identify those EAL pupils who qualify for access arrangements in public examinations based on the 2-year rule. EAL pupils may qualify for up to 10% extra time in examinations should they meet the criteria agreed between the EAL Co-ordinator and the Head of Learning Support and laid down by the Joint Council for Qualifications.
- To liaise with school's SENCO regarding EAL students whose linguistic development seems delayed, suggesting a potential underlying learning difficulty and arranging for LDD assessment where appropriate.
- To provide preparation courses on request for external EFL examinations required by EAL students within the school.
- To disseminate 'good practice' throughout the school in meeting the teaching and learning needs of EAL pupils within the curriculum.
- To work closely with the English Department in supporting the learning of EAL/LDD pupils in reaching their targets.

## IDENTIFICATION OF EAL NEEDS

The language learning needs of second language speakers can be identified at a number of points in their school life. EAL support are identified below:

### **1. At the point of Admission:**

Pupils will have sat a Cambridge CFER test and completed a SKYPE interview on the basis of which they are offered a place at the school. Pupils for whom English is an Additional Language, whose papers or oral interview indicate the need for extra individual teaching, are allocated one or more individual lessons per week with a qualified member of the EAL department in their 'study periods or in the extended day. Their parents/guardians are then advised of this in the acceptance letter and the cost to them is made clear.

If there is a transfer between English ISC schools, admission will be based upon information from their present school, the entry criteria used, and current results and progress. This will be considered along with a visit and face to face interview at St. Dominic's Grammar School. Where deemed necessary the Cambridge CFER test may also be used as a check.

## **2. Post entry:**

It is possible that language weaknesses might be identified only once a pupil is exhibiting difficulties coping with the mainstream curriculum. Should this be the case, the problem would be referred to the tutor and/or EAL Co-ordinator and a 'round robin' sent out to discover whether there is a generalised problem. If there is perceived to be a problem, the pupil and the parents/guardians are contacted and a letter of recommendation sent out to advise that EAL support classes should be taken or even complete a three year stay in order to complete their A Level courses.

## **3. Self-referral:**

It is sometimes the case that pupils themselves perceive that there is a gap in their ability to achieve of their best within the curriculum due to their linguistic competency. They can approach the EAL Co-ordinator directly to ask for support and, once authorization is received from the parents/guardians, classes are then set up.

## **Teaching provision:**

Teaching of EAL students at St. Dominic's is provided in a number of different formats:

**Individual support lessons** which are timetabled to fall in a pupil's 'study periods' so that students do not miss any core curriculum teaching. The lessons are provided by specialist qualified EAL staff. Individualised teaching programmes are developed for each pupil tailored to their specific learning needs. A Needs Analysis is carried out on a termly basis, where language and learning targets are set and reviewed, and comments recorded both in individual teaching files kept by EAL teaching staff as well as on the student's PPS within SharePoint for access by all St. Dominic's staff. The teaching provided by the staff supports the pupil's needs in terms of their language learning as well as their skills development within the curriculum including study skills and public examination preparation. A charge may be incurred for certain English or individual EAL sessions.

**Extra English group lessons:** At KS5, pupils for whom English is an Additional Language or whose entrance papers suggest a certain level of help is required group lessons will be held in the extended day to enable them to consolidate their English language skills. These classes are jointly delivered by the EAL and English departments and are not charged out to students as they form part of the curriculum teaching.

## **Trinity Graded Examinations in Spoken English (GESE):**

In order to encourage greater confidence and accuracy in their English, students in Year 12 pupils may be encouraged to participate in this test at an appropriate level. Teaching takes place during the extended day and the test taken towards the end of the relevant term. Preparing students for this test allows the EAL teaching staff to focus pupils on the need for grammatical, lexical and phonic accuracy. The cost of the test is charged out to the pupils.

Should further support for speaking development be desired, pupils are recommended to follow LAMDA classes with the Speech and Drama Department. The development of the IELTS qualification where needed will also be considered dependent on the needs of the students entering the school.

The focus of education has direct implications for the teaching and learning of English and EAL. The aim of our curriculum is for it to be an inclusive and accessible curriculum with the need for all teachers to define high expectations for all pupils. Teachers and Learning Support Assistants (LSAs) work together for the benefit of all the pupils. Throughout the time that is spent on in the classroom we expect to see the following support from teachers and LSA alike.

**Class and Subject Teachers should:**

- Share overall responsibility for supporting and raising the achievement of EAL learners.
- Ensure that relevant information is shared with parents.
- Manage data collection to meet any external monitoring requirements.
- Be knowledgeable effectively in curriculum planning, classroom teaching and pupil grouping.
- Make good use of specialist language support teachers when teaching and monitoring progress.

Additional staff (including LSAs) should:

- Work with class and subject teachers effectively to make focused and systematic assessments of pupils, including their use of first language.
- Help match the language demands of the curriculum to pupils' skills and needs, to maximise pupil" development of English.
- Support individuals either in or out of the classroom.
- Contribute to curriculum planning as members of a teaching team, to ensure continuity and progress within the national curriculum subjects.
- Support links between home and school.

## TARGETS FOR 2025/2026

1. To ensure that information regarding EAL students receiving support is regularly updated on SharePoint within the Special Needs Register and that all entry and exit criteria is current.
2. To liaise regularly with the Sixth Form in promoting awareness of the different nationalities and improve understanding and awareness of cultural and linguistic differences and similarities within the school community.
3. To continue to maintain efficient communication links regarding the needs of EAL pupils within the school through the regular attendance and participation in both formal and informal school meetings.
4. To develop, in line with the school 's academic development plan, 'Assessment for Learning' teaching and assessment practices within the EAL department.

5. To monitor the teaching provision provided within all departments to ensure excellence in teaching and to encourage professional development of staff through the regular review of record keeping and lesson observations.

6. Investigate and look to develop the provision of EAL by the possible introduction of IELTS and review the nearest testing centres; this is an entrance requirement of UK universities where a student is unable to offer any other recognised English language qualification. St. Dominic's Grammar School will take this into consideration dependent upon the needs of the students who come.

## GUIDANCE FOR STAFF WORKING WITH LEARNING SUPPORT ASSISTANTS (LSAs)

This policy applies to the Junior and Senior Schools.

Firstly, below is a copy of the job description for LSAs:

### LSA JOB DESCRIPTION

**NAME:**

**POST:** Learning Support-Assistant

**RESPONSIBLE TO:** SENCo

**ROLE:** Learning Support Assistant are part of a team supporting children with

special educational needs in our school. Their role is to liaise with the SEN

Co-Ordinator and subject/class teachers in implementing a programme of

work. Depending on the difficulties experienced by the child, they may be involved with:

- Individual support (withdrawal or in class)
- Group support (withdrawal or in class)

**ACCOUNTABILITIES:**

Key tasks may include:

- Working with the whole curriculum as requested by the subject teacher;
- Supporting the child as a member of a collaborative group;
- Helping to develop social and organisational skills;
- Monitoring behaviour (e.g. on task time);
- Planning and recording activities in the classroom;
- Preparing appropriate materials, games and resources to reinforce a particular activity;
- Liaison with professionals involved with pupils;
- Meeting with and support for pupils.

The Special Needs team will also have a clear framework for responsibility and for planning the support, which will include the following:

- The need for understanding and knowledge of the child's special needs;
- The importance of team work;
- The importance of time keeping;
- The sharing of views;
- The importance of having high expectations that will encourage independent learning strategies;
- The need for avoiding over-reliance of adult support – the child must have room to grow;
- The importance of confidentiality;
- The importance of training.

## GUIDANCE FOR STAFF

Primarily subject staff should aim to have an active dialogue with the Learning Support Assistant they are working with, to ensure that the pupil works effectively in lessons and the LSA feels involved and valued.

- Discuss with LSA pupils' PPS targets in your subject to decide upon the most appropriate and productive route forward.
- Provide LSA with information (planning, hand-outs, worksheets etc) that the supported pupils will be studying.
- Provide support material for pupils who have individual support where appropriate.
- Direct LSA on resources and support material that they could create to enhance their support of identified pupil.
- Create classroom environment that is an effective working environment for LSA and pupils i.e. seating arrangements, group work etc.
- Where possible involve LSA actively in lesson to reinforce status; this may include opportunities for team teaching if appropriate.

Give clear instructions at the beginning of each lesson on how the LSA should work with their pupil.

## 14+ GUIDANCE POLICY

14-19 support begins with the pupils during Year 9. Each pupil is issued with a GCSE Options Booklet, which supports their option choices for Years, 9 10 and 11. Further support is provided at a Year 9 Options Evening, where staff are available for the parents to speak to and a presentation is given at the beginning of the evening by the Head of School. The option blocks at St. Dominic's Grammar School are tailored to suit the choices of the pupils and the same process will be implemented in the sixth form curriculum. Pupils are encouraged to seek advice from staff at each point in this process and they regularly meet with the Head of School who guides them through their choices.