



King Edward's

WITLEY

Additional Needs and Inclusion Policy

Purpose

King Edward's School has amongst its stated aims the objectives of:

- Supporting and enriching learning at all academic levels and inspiring intellectual adventure
- Providing all boys and girls with an excellent education
- Delivering outstanding pastoral care to all our pupils

To this end the School seeks to provide early identification, learning support and continuous review for all pupils with additional needs to enable them to reach their full potential as learners and to be fully included in the life of the school. This adheres to the UN Convention on the Rights of Persons with Disabilities, 2006, the Equality Act of 2010 and to the policies of inclusion in The SEN Code of Practice, 2014 (updated May 2015). King Edward's School is not one of the independent schools listed under section 41 of the Children and Families Act 2014; however, the School recognises the elements of the SEN Code of Practice, 2014 that promote inclusion and therefore strives to follow these strategies.

Additional Needs may be classified as:

- **Cognitive Learning Difficulties** e.g. slow processing skills.
- **Other Neuro-diverse Learning Differences** such as ASD and ADHD, which require medical diagnosis.
- **Specific Language Needs** associated with English not being a first language e.g. the need for specialist EAL teaching, although EAL is not classified as a SEN.
- **Speech, Language and Communication Difficulties (SLCN)**
- **Specific Learning Difficulties** e.g. dyspraxia, dyslexia
- **Social and Emotional Difficulties** e.g. the need for counselling or psychiatric assessment, although this is not classified as a SEN.
- **Gifted & Talented** pupils.

Provisions are made for Additional Needs within the school by:

- Identification of specific learning needs through screening of new pupils as they enter the School and regular review of existing pupils supported by tutor and teacher feedback.

- A continuous process of assessment, monitoring and review for all pupils with identified Additional Needs.
- The appointment of trained Learning Support teachers including some who are able to assess pupils for Additional Needs and to provide individual or small group support for pupils with particular needs.
- Keeping a confidential register of pupils with Additional Needs, which is regularly updated and shared with teaching staff through personalised pupil profiles to ensure staff are informed of pupils' needs.
- Providing full access to the curriculum through differentiated planning and delivery by teachers.
- Advising such pupils that they may be able to receive special arrangements during public examinations and organising these arrangements.

Physical Disadvantages or Disability

To help with these the School:

- Has a Disability Policy.
- Seeks to identify pupils in this category by means of a medical questionnaire for parents and, for boarders, a medical assessment on entry to the School.
- Facilitates liaison between the Medical Centre and Learning Support Department when appropriate.
- Cooperates with specialist advisory teachers and allows them access to classrooms in company with the pupil and with agreement of the class teacher.
- Is flexible over the provision of co-curricular sport and activities, as well as the curriculum itself, in order to accommodate the individual pupil's needs.
- Endeavours to make it possible, where capability allows, for pupils to be wholly included in school life.

Language Difficulties

To help with these the School:

- Assesses the likely needs of overseas candidates for entry to the school by means of an English Language test.
- Enables pupils with an appropriate level of English to take (I)GCSE English and English Literature.
- Prepares pupils for special examinations designed for pupils for whom (I)GCSE English is not appropriate, such as IELTS or similar qualification.
- Has a flexible timetable and curriculum policy that enables such pupils to choose subjects that are less dependent on a high level of proficiency in written English.
- Aims to meet the needs of such pupils in such a way as to enable them to benefit as far as they are capable from an English education.

Social or Emotional Difficulties

To help with these the School:

- Seeks to identify pupils with particular social or emotional needs very early in their school career in order that they may be offered appropriate help.
- Has a procedure whereby such pupils are referred through pastoral, medical or disciplinary structures to the Senior Deputy Headmaster who coordinates assistance given and action taken.

- Contacts parents at an early stage about such pupils.
- Has professional external counsellors to whom pupils may be referred as private clients.
- Has financial resources to enable those whose parents cannot facilitate a private referral to be supported.
- Has well established links with the local Child and Adolescent Psychiatric Units, so that pupils in need of their service can be referred speedily.

Gifted and Talented Pupils

To help these pupils the School:

- Seeks to identify such pupils prior to or shortly after admission.
- Streams and sets pupils by ability in some subjects and reviews such streaming and setting regularly.
- Challenges under-achievement at all levels and insists upon shared high expectations for the pupils.
- Has policies on differentiation within departments to extend and to stimulate fast learners.
- Recognises publicly and celebrates high academic achievement through a system of rewards.
- Invites candidates to sit academic scholarship examinations and provides special events and additional activities for pupils with CEM data scores of 130+ and for academic scholars.
- Offers the opportunity for the study of subjects beyond the curriculum for those who want them.
- Keeps a G&T Register and Pupil Profiles, which are reviewed at least termly.

In the case of those with a talent in Sport, Drama, Music and Art, the provision to meet their need is overseen by the Head of the relevant Department and reviewed by the Academic Deputy Head. In the case of the academically gifted, the prime responsibility for making provision rests with the subject teachers and Heads of Departments. Oversight of this process is then supplied by either the Head of Lower School, the Head of Middle School or the Head of Sixth Form in collaboration with the Head of G&T Provision.

Identification of Pupils

- Pupils are initially academically screened through the School's entrance test. EAL pupils are screened by a specific EAL entrance test, provided by the Learning Support Department.
- On entry to the School, all pupils take CEM baseline tests appropriate to their age:
 - MIDYis
 - YELLIS
 - ALIS

Additionally, new pupils from the 1st to Lower Sixth Forms are screened by the Head of Learning Support.

- 5th Form entrants are set an (I)GCSE English test paper. Those scoring under 60% are identified and placed into either EAL classes or are given the opportunity to receive extra literacy lessons.
- It is the subject teachers' responsibility to draw the Head of Learning Support's attention to any pupils they are concerned about or pupils who may be struggling with the curriculum. At this point, the Head of Learning Support conducts individual screening of spelling age, reading age and writing ability.
- When the results have been analysed, those pupils with standardised scores of below 84 will have been identified as having an Additional Need. Those with scores of 130+ are categorised as potentially Gifted and Talented pupils.

- EAL needs are assessed, and permission is sought from parents'/guardians for additional support to meet the needs of those whom are not making the expected progress.

Additional Needs Provision

- Those scoring under the standardised score of 84 in either literacy or numeracy tests will be identified as requiring an Additional Need and their parents will be immediately informed by the Head of Learning Support. The level of needs may vary, with higher levels of intervention and support available depending on the extent and complexity of pupil needs.
- Parents at this point may opt for additional literacy or numeracy support provided by the Learning Support Department. This support is charged to parents on a flexible scale aligned with the level of intervention required by the pupil. Some financial support may be available to help the parents of those who are in receipt of a bursary. Details of the tiered support can be found in Appendix 1.
- These lessons will continue on a one to one or small group basis until the Learning Support teacher considers that the pupil has made suitable progress and is now reaching the same level as their peers.
- Parents have the right to cancel lessons with written warning and half a term's notice.
- Pupils within this category have the right to apply for extra time in examinations. The Head of Learning Support will apply on their behalf and with their full consent, abiding by (I)GCSE, A Level and IB Examination regulations. This adheres to the SEN Code of Practice 2014. Pupils will need to undertake an Educational Psychologist's assessment.
- The Head of Learning Support and Academic Deputy Head are always available to advise all pupils, regardless of ability, on their academic choices.

Additional Needs Register

- The Head of Learning Support is responsible for maintaining an up-to-date Additional Needs Register and the Gifted and Talented register. Academic and pastoral staff have access to these registers which are kept on the School's confidential database.
- All pupils considered to have Additional Needs will be issued with a Pupil Profile outlining teaching strategies, the nature of their difficulty, extra time allowed in examinations, the use of a laptop and the support in place. These profiles contain information from the pupils' individual files and educational psychologist reports. This is a highly confidential document that can only be accessed by teaching and pastoral staff. Pupil Profiles are updated on a yearly basis. Access to the full Additional Needs files of our pupils can only be accessed by the Head of Learning Support; however, staff may request to see a pupil file upon request. Pupil Additional Needs files are stored in a locked filing cabinet in the Head of Learning Support's office.
- It is the responsibility of all subject teachers to notify the Head of Learning Support of any changes to the register or if they feel a pupil should be tested
- Pupil Profiles and files can be used with care to share information when a pupil is changing schools or making an important transition.

EAL Provision

The School has international EAL pupils and therefore accommodates these learners according to the SEN Code of Practice 2014. Once EAL needs are assessed and evaluated, individual learning programmes, which include timetabled EAL classes at an appropriate level, are developed for pupils.

EAL Courses

- Pupils from the 1st to 3rd Forms follow the Cutting Edge EAL textbooks from Elementary to Upper Intermediate Level.
- Pupils from the 3rd to 5th Form are offered the opportunity to work towards the B2 First for Schools examination. Once they have achieved this, they are offered the option of joining mainstream English classes studying towards IGCSE English Language and Literature. Some pupils may sit both these examinations while others may be offered an intensive course taking IGCSE English Language alone.
- In the Sixth Form, pupils follow the “Cambridge New Insight into IELTS” syllabus, culminating in sitting the IELTS examination in June of Lower Sixth.

Continuing Support

- Where pupils score more than 84 but less than 100 they will be monitored by the Head of Learning Support and analysed on a half termly basis for attainment. They may still need to be added to the SEN register.
- If pupils make considerable progress in Learning Support lessons or EAL provision, their attainment will be assessed and they may be offered the opportunity to be removed from the SEN register.
- If a pupil is not making progress at or above the expected level in line with their specific need, the Head of Learning Support will work with the Academic Deputy Head to devise a specific learning review for the pupil in question. This could involve the provision of extra time in the Learning Support Department in place of a subject.
- If a pupil in the 5th Form is not on track for six passes at GCSE and they have a history of SEN, they will be invited to receive additional support and/or a reduced timetable through the Enrichment Group.

Appendix 1

	Learning Support	EAL
Tier 1: Intensive need	Reduced timetable or 1:1 specialist teaching	Reduced timetable or 1:1 specialist teaching
Tier 2: Interventional need	Extra support needed, e.g. booster, SENCO in class	EAL classes
Tier 3: Low level need	Additional in class differentiation/homework club/Saturday clinic	Additional in class EAL differentiation/Saturday clinic
Tier 4: No current support needed	Monitor termly until further notice	Monitor termly until further notice