



Provision for those with Statements of Special Educational Needs (SEN), Educational Health Care (EHC) plans or who have English as an Additional Language (EAL)

Note: This policy applies to all sections of the school including EYFS

1. Introduction

- 1.1 The school has an extensive policy detailing how we provide for pupils with learning or physical difficulties of any type. Those who have a Statement of Educational Needs (SEN) /Educational Health Care (EHC) plan or who have English as an Additional language (EAL) are a subset of that group and are so covered by the policy.
- 1.2 This document extracts the sections which are relevant specifically to boys with a Statement of SEN/EHC plan and/or EAL.

2 Admissions

- 2.1 We welcome all boys who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Therefore we welcome pupils who can pass our entrance assessment whether or not they have learning difficulties or physical disabilities, providing that our Learning Support Department can provide them with the support that they require. We do not unfortunately have the facilities to offer highly specialised and intensive support. We ask parents to discuss their son's needs and requirements with us before he sits our entrance assessment so that we can make adequate provision for him to access the papers. Parents should provide a copy of an educational psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.
- 2.2 Each pupil with a special educational need or physical disability requires special consideration. If appropriate, adjustments may need to be put in place at school in order for a pupil to be able to access either the curriculum or to move around the site safely. The school will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made before we offer a place so that all parties clearly understand what is and what is not possible.
- 2.3 We have a small Learning Support Department under the management of the Head of Learning Support that is staffed by specialists who are able to support pupils with a range of specific learning difficulties. However, each case is judged on its own merits, and sometimes the decision to offer a place, particularly to a boy who has a Statement/EHC plan, will depend not just upon whether we have the necessary expertise to support the boy, but whether members of staff are able to allocate enough time to the boy.

- 2.4 Background information is actively sought from parents on their son's entry to the school. This forms part of the school's efforts to ensure that reasonable adjustments can be made to avoid putting disabled pupils at a substantial disadvantage if they attend the school.

3 Pupils currently at the School

- 3.1 If a pupil develops difficulties that cannot be met in school by the members of our Learning Support Department and he needs additional support we may suggest that the parents apply for an EHC plan. The school will support the parents through this process.
- 3.2 Depending on the circumstances and the nature and extent of the special need we also reserve the right to recommend to parents that they should take their son to an alternative school if we do feel that the school can no longer provide the right environment to meet their son's needs.

4 Pupils with a Statement of Special Educational Needs/EHC Plan

- 4.1 If any pupil at the school is in receipt of a Statement of SEN/EHC plan, the school will follow the procedures set down by the Statement of SEN/EHC plan. This involves, amongst other things, performing a formal annual review of progress in addition to keeping IEPs for the pupil.
- 4.2 If the Statement of SEN/EHC plan states that additional one-to-one classroom support is needed and the school feels this is practical then the school will arrange an appropriate person for this task. However, the practicality of this is not the same for different parts of the school and so each case is taken upon its own merits.
- 4.3 If the school cannot provide what is recommended in a Statement of SEN/EHC plan then it will inform the parents that it is unable to meet the terms of the document and that their son's best interests will be better served by finding a suitable alternative school. If parents of a prospective pupil who has a Statement of SEN/EHC plan already in place approach the school for a place, this conversation will be held before a place is offered.

5 English as an Additional Language (EAL)

- 5.1 In order to cope with the academic and social demands of the school, pupils must be fairly fluent English speakers. We insist that children whose first language at home is not English receive individual tuition in English as an additional language (EAL) before they start at the school and that this continues until their speech and comprehension reaches a level that is satisfactory to the school.
- 5.2 Pupils for whom English is not their first language are monitored on a regular basis by the Learning Support team to ensure that any necessary individual tuition is taking place and

that this is effective. The SENCO will also work alongside pupils with EAL to ensure a learning difficulty is not being masked by the language barrier.

October 2010
Reviewed: June 2015
Reviewed: June 2018

Review Date: June 2021

Signed: _____ **Headmaster**

Signed _____ **Chairman of Governors**