



Swanbourne House
Special Educational Needs & Disabilities (SEND) and English as an Additional Language (EAL) Policy

Name:	SEND and EAL Policy
Applies to:	Whole School including EYFS
Reference no:	Policy 20
Contributors:	SENDCo, Head of Lower School
Owner:	Deputy Head Academic
Approved by:	Head
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Our Vision

Our vision is to deliver a joyous education that lays the foundations for lifelong discovery, curiosity, health and wellbeing. We aim to equip children for a future full of opportunity, inspiration, enjoyment and purpose.

SEND Mission Statement

We recognise that each child is unique, with individual strengths and challenges. Our commitment is to provide a supportive and inclusive environment where all pupils have equal access to learning. We aim to identify SEND early, working in close partnership with parents and external professionals to ensure the right support is in place so that every child can thrive.

Aims

- To provide quality first teaching that is inclusive and differentiated to meet the needs of all learners.
- To identify and assess pupils with SEN or EAL needs quickly and effectively.
- To ensure that provision is personalised and regularly reviewed to secure progress.
- To promote strong partnerships between pupils, parents, staff and external specialists.
- To encourage positive attitudes to diversity and foster self-confidence, resilience and independence.

Legal And Policy Framework

Policy Guidance

This policy is informed by:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice
- Early Years Foundation Stage Framework
- Keeping Children Safe in Education

Related Policies

- Child Protection (Safeguarding) Policy
- Curriculum Policy
- Admissions Policy
- EDIB Policy
- Accessibility Plan

Definitions

- **SEND:** A child has special educational needs if they have a learning difficulty or disability which requires special educational provision.
- **Disability:** Defined by the Equality Act 2010 as a long-term physical or mental impairment that has a substantial impact on daily activities.
- **EAL:** Pupils for whom English is not their first language.

Special educational provision is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

A child who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression. There will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, whatever their ability and need, have the opportunity to learn and make progress in accordance with our Curriculum Policy.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of his education, particularly when curriculum pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory duty and will make reasonable adjustments to include all children and their families, where appropriate.

Identification and Support of Need - Graduated Approach

Identification of Needs and Teacher Responsibility

All teachers are responsible and accountable for the progress and development of every pupil in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to those who appear to be experiencing difficulties.

The school regularly reviews the quality of teaching for all pupils and provides staff training and guidance to support the needs of those with SEND.

In line with the SEND Code of Practice (2015), staff are alert to pupils who may be making less than expected progress, given their age and individual circumstances. This may be characterised by:

- Progress that is significantly slower than that of peers starting from the same baseline.
- Failure to match or better the pupil's previous rate of progress.
- Failure to close the attainment gap between the pupil and their peers.

Where a teacher has concerns that a pupil is not progressing at the expected level, particularly when compared with their peers, a referral is made to the Learning Support Department. Concerns can also be raised directly by parents at any time. Referrals are considered promptly, and if appropriate, the pupil enters the graduated approach cycle of *Assess - Plan - Do - Review*.

Quality First Teaching (QFT)

High quality classroom teaching is the foundation of learning for all pupils. Teachers use a range of strategies, adaptive teaching and guided group work to ensure that lessons are accessible, challenging and engaging for every child. Each pupil is encouraged to reach their full potential within the classroom environment.

Where pupils are identified as falling behind their peers, teachers will provide additional in-class support and may implement short-term booster groups. These groups are usually small and focus on specific areas of need. These interventions are discussed with parents and progress is monitored carefully.

SEN Register and Individual Education Plans

If, despite QFT and booster interventions, a pupil continues to struggle, they may be placed on the SEND Register. At this stage, provision is additional to or different from that normally available in class. Pupils may receive small group or 1:1 support. An Individual Education Plan (IEP) is agreed with parents and pupils, setting out specific targets and strategies to support learning.

Assess:

- Concerns may be raised by teachers, parents or pupils. The Learning Support Department begins a process of information gathering through staff consultation, classroom observations and appropriate initial assessments.
- Parents are informed and permission is sought before assessments are carried out. Findings are shared with parents, staff and, where appropriate, pupils.
- If the SENDCo feels that assessment by an external professional or agency would be of benefit to inform support and intervention, parents will be advised and given the contact details of those with whom the school feels to be professional and reliable and includes Educational Psychologists, Paediatricians, Clinical Psychologists, Occupational Therapists,

Physiotherapists, Behavioural Optometrists, Speech and Language Therapists and Counsellors.

- Any reports or findings from such reports remain the property of parents, though sharing with the school is encouraged to inform provision. The school respects that information within these assessments is the property of the parents and it will not be shared with a third party without parental permission. The SENDCo will summarise the findings and recommendations of such reports internally through an In Class Support Document (ICSD) with staff to inform their teaching.
- Pupils receiving learning support are reviewed termly to monitor progress and adjust provision as needed.

Plan:

- If after assessment, a SEN is found, and specific differentiated in-class support or additional out-of-class support is felt appropriate, the Learning Support Department will put together a Targeted Support Plan (TSP) or Individual Education Plan (IEP) to set targets and outcomes and plan a way forward for that pupil. The views and opinions of that pupil are sought when an IEP is prepared.
- If it is decided to provide additional out-of-class support for a child, parents are informed either by the Learning Support staff or by the class teacher with dates for review.
- Details of a pupil's SEND, plus details of their IEP and the support being provided, together with suggested strategies for classroom use, are recorded on the SEND List, which is managed by the SENDCo and accessible by all teaching staff. The SEND list is reviewed and updated each term. When there are changes, the list is updated and communicated to staff via the weekly briefings.

Do:

The support which is provided by the school comprises:

- In-class support where Learning Support staff may provide specific strategies to assist the class teacher support a pupil in class; or come into the classroom and provide support for the pupil alongside the teacher.
- Targeted invention where pupils are supported individually or within a small group within the lesson by teachers/Learning Support teachers/teaching assistants.
- Out-of-class support where pupils can be supported in shared or individual lessons. These lessons, wherever possible, will be accommodated within a pupil's timetable so that they cause least conflict with academic lessons or lessons which are of particular importance to a pupil.
- Where support is provided outside the classroom, these lessons are chargeable as an additional fee, payable in arrears, on the termly invoice. The lesson length is 30 minutes and written confirmation from parents is sought prior to lessons commencing. Rates will vary depending on whether it is a 1:1 or a shared lesson. Rates are reviewed annually and will be advised to parents prior to lessons commencing.

Review:

- Interventions are reviewed within 6–12 weeks.
- IEPs are formally reviewed each term with staff, parents and pupils. New targets are set in response to progress made.
- Pupils no longer requiring support continue to be closely monitored, with relevant information shared with staff to sustain progress.

Education, Health and Care Plans (EHCPs)

For a small number of pupils, school-based interventions may not be sufficient. In these cases, and after consultation with parents, staff and external professionals, the school may support an application for an Education, Health and Care Plan. Where the school is named in an EHCP, provision will be coordinated by the SENDCo in partnership with the Local Authority.

Disability

Some pupils may have a disability that does not impact on their learning. Where a disability does affect access to the curriculum, additional support and adjustments will be put in place to remove barriers and promote inclusion. Relevant training will be provided to staff to ensure effective support.

Provision and intervention

Intervention Support

The school provides a range of targeted intervention programmes to address specific areas of need, including literacy, numeracy, speech and language, social communication, self-esteem, and English as an Additional Language. Interventions are selected according to individual pupil needs, are evidence-based, and are regularly reviewed for impact. A current list of the intervention programmes in use is provided in Appendix A.

Pupils with Education, Health and Care Plans (EHCPs)

- Where Swanbourne House is named in a pupil's EHCP, the school will work in partnership with the Local Authority, parents, and external agencies to ensure the provision specified in the plan is delivered as far as is reasonably practicable.
- The SENDCo is responsible for coordinating provision, monitoring progress, and leading the Annual Review process in consultation with parents and the Local Authority.
- The school is not a specialist SEND provider. If a pupil's needs exceed the level of support the school can reasonably provide, this will be discussed openly with parents and the Local Authority to ensure the child's needs are best met.
- Parents remain responsible for arranging and funding any specialist support that falls outside the provision the school can reasonably deliver.

EAL Provision

- Pupils' English proficiency is assessed on entry and progress monitored regularly.
- EAL pupils are supported primarily within the classroom through differentiated teaching, vocabulary support, scaffolding and visual aids.
- Small group or 1:1 sessions may be arranged where pupils require additional help with literacy or oral fluency. Parents will be consulted before these take place.
- Translation tools and bilingual resources may be provided to support integration and understanding.
- Staff are encouraged to value and promote pupils' home languages and cultures, fostering confidence and respect for diversity.

Exam Access Arrangements

"The purpose of an access arrangement or reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing them from being placed at

a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.” (*JCQ Access Arrangements and Reasonable Adjustments, 2024–25*)

At Swanbourne House, we follow the regulations set out by the Joint Council for Qualifications (JCQ) when considering exam concessions for examinations. The aim is to make reasonable adjustments while ensuring no pupil is given an unfair advantage.

Types of Access Arrangements

The most common arrangements include:

- Extra time (usually up to 25%)
- Use of a Laptop
- A reader or reading pen
- A scribe or voice recognition software
- Rest breaks, movement breaks or prompt cards

Eligibility and Evidence

- Pupils must have a history of need and demonstrate that the arrangement reflects their normal way of working in school.
- Requests must be supported by appropriate evidence, which may include teacher reports, records of classroom practice, or an up-to-date diagnostic assessment by a qualified specialist assessor.
- Evidence must show a substantial and long-term impairment that affects performance in timed assessments.

Review

Access arrangements are reviewed annually to ensure they remain appropriate and reflect the pupil’s normal way of working.

Working in Partnership

Consultation with Parents

The school values close partnership with parents and recognises that pupils achieve best when home and school work together. We aim to:

- Share information regularly about a pupil’s strengths, difficulties and progress.
- Provide opportunities for discussion at Parent–Teacher Meetings and through additional review meetings where pupils are receiving Learning Support.
- Involve parents in the creation and review of Individual Education Plans (IEPs) or Targeted Support Plans (TSPs).
- Encourage parents to raise concerns with the class teacher or SENDCo at any time. The SENDCo operates an open-door policy and can be contacted directly via the school office.

When a Child’s Needs Exceed Provision

The school is committed to inclusion and will always make reasonable adjustments to support pupils with SEND. However, there may be rare occasions where a child’s needs exceed the level of support that can reasonably be provided within the resources of the school. In such circumstances:

- The Head and SENDCo will meet with parents to discuss the child’s progress and needs.

- External professional advice will be sought where appropriate.
- If it is agreed that the child would benefit from more specialist provision, the school will work with parents to support transition to an alternative setting that can best meet the child's needs.

Roles And Responsibilities

Head/SLT

- Ensure the policy is implemented and meets statutory requirements.
- Allocate resources to support SEND/EAL provision.

SENDCo

- Coordinate SEND provision, maintain registers and oversee IEPs.
- Liaise with parents, teachers and external specialists.
- Provide advice, training and guidance to staff.
- Assess and monitor the progress of EAL pupils.
- Provide targeted support and advise teachers on strategies.
- Ensure that pupils with EAL are fully included in school life.

Teachers

- Deliver Quality First Teaching that is well-differentiated and inclusive.
- Identify pupils who may be experiencing difficulties and raise concerns with the SENDCo/EAL Lead.
- Implement classroom strategies and interventions agreed in IEPs or support plans.
- Maintain high expectations for all pupils, including those with SEND/EAL.
- Work in partnership with parents and the Learning Support team.

Parents

- Share relevant information with the school.
- Support learning strategies at home where appropriate.
- Engage in regular reviews and planning discussions.

Monitoring And Review

Monitoring and Evaluation

- SEND/EAL registers updated termly.
- Pupil progress reviewed at least once per term with staff, parents and pupils.
- Policy reviewed annually.

Accessibility and Inclusion

- Reasonable adjustments are made to ensure access to learning, facilities and activities.
- Admissions procedures are inclusive; however, the school is not a specialist SEND provider. Where needs exceed the support available, the school will work with parents to identify suitable alternatives.

Confidentiality

All information regarding SEND/EAL pupils is treated confidentially and shared only with relevant staff.

Complaints

Concerns should be raised with the class teacher, then the SENDCo, and finally the Head. Formal complaints follow the school's Complaints Policy.

Appendix A – Current Intervention Support Programmes

- Daily Readers: daily adult-supported reading to develop fluency, accuracy and comprehension.
- Precision Monitoring (PM): structured 1:1 intervention for targeted literacy and numeracy skills.
- Time to Talk: programme to develop language and social skills at Foundation Stage and Key Stage 1.
- Social Stories: visual strategy to help children understand and manage social situations.
- Circle of Friends: peer support approach to develop friendships and social confidence.
- Happy to be Me: six-week programme to promote self-esteem and confidence.
- Phonics Booster: daily intervention using games and ICT to reinforce phonics skills.
- Occupational Therapy (OT) programmes: developed with external therapists to support motor and coordination needs.
- Speech and Language Therapy (SALT) programmes: delivered with guidance from speech therapists to support communication needs.
- Individual Target Work: tailored support to help pupils achieve IEP targets (e.g. spelling, high frequency words).
- English as an Additional Language (EAL): structured programme to develop English language skills and enable full access to the curriculum.