



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 high-quality, inclusive teaching that is adapted to meet the needs of all learners.
- To identify and assess pupils with SEND, and pupils requiring additional support with EAL, promptly 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
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Statutory Framework for the Early Years Foundation Stage
- Keeping Children Safe in Education 2026

Related Policies

- Child Protection and 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:** English as an Additional Language refers to pupils who have been exposed to a language other than English during their early development and continue to use or be exposed to that language in the home or community. EAL is not in itself a special educational need; pupils with EAL may, however, also have SEND.

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 their 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, adapted to meet individual pupils' needs, is the first step in responding to pupils 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, 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 about a pupil's progress, access to learning or wider development, 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 concerns are identified about a pupil's progress, access to learning or wider development, teachers will provide appropriate additional in-class support and may implement short-term targeted interventions.

SEND Register and Individual Support

Where concerns persist despite appropriate high-quality teaching and targeted classroom support, a pupil may be placed on the SEND Register. At this stage, provision may be additional to or different from that ordinarily available in the classroom.

Pupils on the SEND Register have a Pupil Passport which provides relevant staff with a clear and accessible overview of their strengths, needs, appropriate classroom strategies and reasonable adjustments. Pupil Passports are informed by more detailed individual support documentation, including In-Class Support Documents (ICSDs), and, where appropriate, Individual Education Plans (IEPs) or Targeted Support Plans (TSPs).

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 considers that assessment by an external professional or agency would help to inform support and intervention, this will be discussed with parents. The school may provide details of appropriately qualified professionals, which may include Educational Psychologists, Paediatricians, Clinical Psychologists, Occupational Therapists, Physiotherapists, 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. Relevant findings and recommendations from external reports are recorded within the pupil's In-Class Support Document (ICSD). The ICSD provides a detailed record of professional recommendations and other relevant information and is used to inform classroom provision, Pupil Passports and the setting and review of individual targets.
- Pupils receiving learning support are reviewed termly to monitor progress and adjust provision as needed.

Plan:

- All pupils on the SEND Register have a Pupil Passport, which identifies their strengths and needs and sets out key strategies and reasonable adjustments to support them in the classroom. Pupil Passports are informed by assessment information, professional recommendations and the pupil's ICSD, and are reviewed and updated to reflect current need. Pupils are involved in their Pupil Passport in an age-appropriate way.
- Where more specific targeted support is required, an Individual Education Plan (IEP) or Targeted Support Plan (TSP) is used to identify specific targets, intended outcomes, strategies and interventions. These are reviewed regularly and informed by relevant assessment information and professional recommendations.
- 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 pupils identified with SEND are recorded on the SEND Register, which is maintained by the SENDCo and accessible to relevant staff. Pupil Passports provide the principal classroom-facing information for teachers, supported by ICSDs, IEPs and TSPs where appropriate. Documentation is reviewed and updated regularly, with significant changes communicated to relevant staff.

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 in supporting a pupil or may work alongside the teacher to provide direct support within the classroom.
- Targeted intervention, where pupils are supported individually or within a small group by teachers, Learning Support teachers or 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 additional individual or small-group Learning Support is provided outside the classroom, this may be chargeable in accordance with the school's current fee arrangements. Parents are informed and their agreement sought before chargeable support begins.

Review:

- Interventions are reviewed regularly, normally within 6–12 weeks, to evaluate their impact and inform next steps.
- IEPs and TSPs are formally reviewed at least termly, with targets updated in response to progress and current need. Parents and pupils are involved in the review process as appropriate.
- Pupil Passports are reviewed and updated to ensure that they continue to provide staff with an accurate picture of each pupil's strengths, needs, strategies and reasonable adjustments.
- Pupils who no longer require additional support continue to be monitored, with relevant information shared with staff to support sustained progress.

Education, Health and Care Plans (EHCPs)

For a small number of pupils, school-based interventions may not be sufficient to meet their needs. In these cases, following consultation with parents and relevant professionals, the school may support a request for an Education, Health and Care needs assessment. Where Swanbourne House is named in an EHCP, provision will be coordinated by the SENDCo in partnership with parents, the Local Authority and relevant external professionals.

Disability

Some pupils may have a disability without having SEND, while others may have both a disability and SEND. The school will make reasonable adjustments in accordance with the Equality Act 2010 to ensure that disabled pupils are not placed at a substantial disadvantage. Where a disability affects access to the curriculum, wider school life or the physical environment, appropriate support and adjustments will be considered to remove barriers and promote inclusion. Relevant information and training will be provided to staff as appropriate.

Safeguarding and SEND

Pupils with SEND may face additional safeguarding challenges and barriers to recognising or reporting concerns. Staff are alert to the possibility that changes in behaviour, mood, presentation or attendance may indicate a safeguarding concern and must avoid assumptions that these are solely attributable to a pupil's SEND. Consideration is given to individual communication needs and vulnerabilities when providing safeguarding education and support. Any safeguarding concerns are managed in accordance with the school's Child Protection (Safeguarding) Policy.

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. Examples of intervention programmes used by the school are provided in Appendix A.

Provision for pupils with EHCPs

- Where Swanbourne House is named in a pupil's EHCP, the school will work in partnership with the Local Authority, parents and relevant external professionals to support the delivery of the special educational provision specified in the plan.
- The SENDCo is responsible for coordinating the school's provision, monitoring the pupil's progress and contributing to and supporting the statutory Annual Review process in partnership with parents, the Local Authority and relevant professionals.
- The school will make reasonable adjustments in accordance with its duties under the Equality Act 2010 and will keep the effectiveness of provision and adjustments under review.
- Where concerns arise that the provision specified in an EHCP is no longer sufficient or appropriate to meet a pupil's needs, the school will work with parents and the Local Authority through the review process to consider whether amendments to the EHCP or alternative provision are required.
- Swanbourne House is not a specialist SEND setting. Where a pupil's needs change significantly or the school has concerns about its ability to meet those needs, this will be discussed promptly with parents and the Local Authority, with the pupil's needs and best interests at the centre of decision-making.

Where additional specialist provision is required, responsibility for arranging and funding that provision will be considered in accordance with the pupil's EHCP, the respective statutory responsibilities of the Local Authority and school, and any separate arrangements agreed with parents.

EAL Provision

Swanbourne House welcomes pupils with English as an Additional Language (EAL) and is committed to ensuring that they are able to access the curriculum, participate fully in school life and make strong progress. EAL is not in itself a special educational need. The school recognises that pupils with EAL have differing levels of English proficiency and individual needs, and that appropriate support should build on pupils' existing knowledge, skills and linguistic experience while maintaining high expectations for their achievement.

Our approach includes:

- Pupils' English language proficiency is assessed as appropriate on entry and their progress is monitored over time.
- Pupils with EAL are supported primarily within the classroom through adaptive teaching, explicit vocabulary instruction, scaffolding, modelling and visual support.
- Where additional support is required, targeted small-group or individual provision may be provided to develop English language proficiency and access to the curriculum. Parents are consulted where additional provision is put in place.

- Appropriate translation tools, bilingual resources and other forms of support may be used to promote understanding and participation.
- Staff recognise and value pupils' home languages and cultural backgrounds and maintain high expectations for pupils with EAL.
- Relevant staff receive appropriate training and guidance to support pupils with EAL effectively.
- Where a pupil with EAL is not making expected progress, staff consider a range of evidence over time and work with the SENDCo to establish whether difficulties relate primarily to English language acquisition, SEND, or a combination of factors.
- Pupils with EAL who are also identified as having SEND receive support through the school's graduated approach in the same way as other pupils with SEND.

Exam Access Arrangements

Access arrangements and reasonable adjustments are intended to remove barriers to assessment for pupils with disabilities, special educational needs or other identified needs, without compromising the integrity of the assessment or providing an unfair advantage.

Swanbourne House considers access arrangements in accordance with current Joint Council for Qualifications (JCQ) guidance and, where relevant, the requirements of individual examination or assessment providers. Arrangements are based on evidence of need and, wherever required, reflect the pupil's normal way of working.

Types of Access Arrangements

The most common arrangements may include:

- Extra time
- Use of a laptop
- A reader or reading pen, where permitted
- A scribe or voice recognition software
- Supervised rest breaks or other appropriate arrangements

Eligibility and Evidence

- Access arrangements are determined according to individual need and the requirements of the relevant assessment or examination.
- Where required, arrangements should reflect the pupil's normal way of working and be supported by appropriate evidence.
- Evidence may include information from teachers, records of classroom practice and assessment, and relevant evidence from appropriately qualified professionals.
- The SENDCo maintains oversight of access arrangements and ensures that relevant staff are informed of agreed provision.

Review

Access arrangements are reviewed regularly 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, as appropriate, in the development and review of Pupil Passports, Individual Education Plans (IEPs) and 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 make reasonable adjustments to support pupils with SEND in accordance with its duties under the Equality Act 2010. However, there may be occasions where, despite appropriate support and reasonable adjustments, there are concerns about whether the school can continue to meet a pupil's needs effectively. In such circumstances:

- The Head and SENDCo will work closely with parents to review the pupil's needs, progress and current provision.
- Advice will be sought from relevant external professionals and, where appropriate, the Local Authority.
- Where a pupil has an EHCP, concerns about provision or placement will be considered through the appropriate statutory review process in partnership with parents and the Local Authority.
- Where it is determined that a pupil requires provision that the school cannot reasonably provide, the school will work constructively with parents and relevant professionals to support an appropriate transition, with the pupil's needs and best interests at the centre of decision-making.

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 the SEND Register and oversee Pupil Passports, ICSDs, IEPs and TSPs.
- 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 high-quality, inclusive teaching that is adapted to meet pupils' needs.
- Identify pupils who may be experiencing difficulties and raise concerns with the SENDCo.

- Implement agreed classroom strategies, reasonable adjustments and interventions identified through Pupil Passports and other relevant support documentation.
- 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

- The SEND and EAL Registers and associated pupil documentation are reviewed and updated regularly.
- Pupil progress and the impact of provision are reviewed regularly through assessment information, professional discussion and individual review processes.
- The effectiveness of SEND and EAL provision is monitored by the SENDCo and relevant senior leaders.
- This policy is reviewed annually.

Accessibility and Inclusion

- Reasonable adjustments are made to remove barriers and support pupils' access to learning, facilities and activities.
- The school's approach to accessibility is set out further in the Accessibility Plan.

Confidentiality

Information relating to individual pupils with SEND and/or EAL is handled appropriately and shared with staff and relevant professionals on a need-to-know basis, in accordance with the school's data protection and safeguarding responsibilities.

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 – Examples of Intervention and 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 EYFS 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 work towards identified individual targets.
- English as an Additional Language (EAL): structured programme to develop English language skills and enable full access to the curriculum.