



STAMFORD

INCLUSION POLICY (Special Educational Needs and Disability; English as an Additional Language; More Able/Talented)

Aims

Every pupil has learning needs. These learning needs are as individual and diverse as the pupils themselves. The aims of this policy are to promote best practice in the Schools' identification and management of learning needs associated with:

- Special Educational Needs and Disability (SEND)
- English as an Additional Language (EAL)
- Being More Able/Talented (MAT)

The Schools

Stamford Endowed Schools are mainstream independent schools with high academic standards, which accept boys and girls from the age of 2 years, comprising of Stamford School, Stamford Junior School and Stamford Nursery School.

Objectives

- To use best endeavours to ensure all teachers in school are able to identify, at the earliest possible opportunity, any pupil with learning needs associated with SEND, EAL or MAT.
- To make appropriate and reasonable provision to remove barriers to their learning to enable pupils to participate fully in all areas of school life.
- To ensure that every pupil experiences success in their learning and achieves to their full potential, being suitably stretched and challenged for their level of ability.
- To work in partnership with parents/carers and keep them adequately informed.
- To involve the pupil in the process as much as possible.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

- To have high expectations and suitable targets for every pupil.

Partnership with Parents / Carers

Parents and carers are encouraged to play an active role in their child's education.

Parents and carers are encouraged to share information with the Schools of any difficulties they know or perceive their child may be having, including feeling insufficiently stretched in their learning.

Pupil progress is discussed with parents at parent evenings or through additional meetings, the frequency of which is dependent on individual progress.

Parents who are aware that their child has been diagnosed with a Special Educational Need must inform the School prior to any entry test being taken.

Involvement of the Child and Young Person

The Schools recognise that all pupils have the right to be involved in making decisions and exercising choice, as appropriate.

We encourage all pupils to have awareness of their own learning needs and be involved in processes and meetings as appropriate.

Governors

Governors delegate the implementation of this policy to the Principal, who will be assisted by relevant members of the Core Executive Team. This will include:

- a) having appropriately trained staff in the Schools with responsibility for managing pupils' special educational needs, developing their facility with the English language, and providing a suitable curriculum for those identified as more able/talented; recruiting additional expertise from approved outside professionals or agencies where the necessary expertise falls outside that available within the Schools;
- b) making appropriate provision for pupils' learning needs and keeping that provision under regular review in order to ensure its effectiveness;
- c) keeping all teaching staff informed about pupils' learning needs;
- d) keeping accurate and up-to-date records of pupils with special educational needs; English as an Additional Language, or identified as More Able/Talented
- e) liaising with outside agencies, including Local Authorities where appropriate, and contributing professional reports when required;
- f) ensuring that pupils with SEN or a disability join in activities of the school together with pupils who do not have a SEN or a disability so far as is reasonably practical.

- g) ensuring appropriate access arrangements are made for pupils when taking exams.

Withdrawal

The Schools reserve the right, following consultation with parents, to ask or require them to withdraw their child from the Schools in accordance with the Schools' Terms and Conditions document, if:

- the pupil is in need of a formal assessment, learning support or medication to which the parents do not consent; and/or
- the parent has withheld information from the Schools which, had the information been provided, would have made a significant difference to the Schools' management of the pupil's learning difficulties; and/or
- the pupil's learning difficulties change to require a level of support or medication which, in the professional judgement of the Principal, the Schools are unable to provide, manage or arrange;
- the pupil has special educational needs and is making insufficient progress to benefit sufficiently from the mainstream education and facilities which the School provides.

In any of these circumstances the School will do what is reasonable to help parents to find an alternative placement which will provide the pupil with the necessary level of teaching and support.

Including pupils with English as an Additional Language

Aims

- To ensure that students with EAL receive the support they need in order to be given equal opportunities to integrate into and benefit fully from the life of the schools.
- To support EAL English speakers so that they gain maximum benefit from the curriculum and so that their ability to speak the language supports their cognitive abilities.
- To ensure that appropriate access arrangements are in place for tests and examinations.
- To prepare EAL speakers in the senior schools for appropriate qualifications such as Academic IELTS, enabling them to progress to higher education.
- To provide interesting and challenging material to serve the ability range of our students.
- To strive for the fulfilment of each student's full potential, in English.
- To teach the four basic skills of listening, speaking, reading and writing in as integrated a manner as possible, enabling pupils to communicate effectively.

- To support pupils whose first language may be English, but whose culture and background mean that more than one language is used at home, in such a way that they also gain maximum benefit from the curriculum.
- To support students in maintaining their first language, to recognise the importance of their culture and heritage in their own lives and to support their intellectual development.
- To advise colleagues as to the support of EAL students, for example, by providing teaching advice and information as to students' language needs. EAL students must also receive guidance and support directly from their subject teachers if they are to fulfil their potential.
- To work with subject teachers to establish the needs of particular students in the mainstream classroom.

Entry Procedure

For the most part EAL applicants to SES apply from outside the UK. They may or may not have attended an English-medium school in their own country and may require specialist language teaching to access the curriculum. In principle, assessment before entry ensures that the student has the requisite subject knowledge and experience to cope, especially at A Level. It is also important to be aware before arrival of those students in lower years who may arrive with gaps in their subject knowledge (they may lack some subjects entirely, depending on the curricula they have experienced before).

All pupils are required to undergo testing as part of the admissions procedure. Where pupils cannot travel to SES, testing might be carried out on our behalf by a pupil's current school, or by the agent handling their application. Pupils are assessed using the GL Tests. Before acceptance, every candidate has a Zoom interview with a senior member of staff, unless they come through the HMC Scholarship scheme. Further assessment of their English takes place after arrival, and EAL tuition or support organised accordingly. Often a GL verbal score on its own will indicate which students should receive such support. Lessons in EAL are co-ordinated by the Head of EAL in liaison with the Director of Studies at each school.

SES requires candidates to achieve an IELTS score of 6 for entry at 16+ / Year 12, and to achieve an IELTS score of 4.5 equivalent to commence study at 13+ / Year 9. SES is registered with IELTS and will verify candidate scores online. Other examinations may also be accepted. Admission is always at the discretion of the Head, and lower levels of English may be accepted in a pupil who is exceptional, but these standards are advised as the usual minimum required for a child to successfully access the curriculum at SES.

Where appropriate, we may recommend or require that applicants attend a course at a UK summer school in the holiday before entry in order to improve their English and to prepare them for life at Stamford Endowed Schools. The schools also offer a Pre-A Level course that is suitable for 15-16-year-olds.

Provision

EAL lessons are tailored as closely as possible to each individual student's needs, based on the results of their initial and ongoing assessment. EAL teaching is in small groups or is sometimes 1:1. Under current boarding arrangements, up to four periods of EAL per week are available according to need. Additional support may be arranged on Saturday mornings.

The following provision can be arranged:

Y7: occasionally, a student may do EAL instead of mainstream English, but most often these students take the mainstream English course with EAL supplied as an option, often instead of a modern foreign language.

Y8-9: students may take EAL as an option in Years 8-9. A few may do EAL instead of mainstream English.

Years 9-11: students are offered an IGCSE in English as a Second Language, see the [Edexcel International GCSE English as a Second Language \(ESL\) 2023 | Pearson qualifications](#). Some students will follow this course; others will follow the First Language English course (AQA) but have some EAL support by dropping another option.

Years 12 and 13: students are prepared for the Academic IELTS examination, providing them with an academic qualification accepted by universities worldwide. Students should expect to work towards an overall Band level of 7, or higher. A high level of commitment to the development of their English is required and students should expect to give about 4 hours of self-study time each week to this aspect of their education. Information about the Academic IELTS examination can be found here: www.IELTS.org

Subject staff may refer for EAL tuition students who are UK-resident, or who have been born in the UK, but whose first language is not English, or whose parents speak little English.

Contacts

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Including Pupils who are More Able/Talented

Identification

Pupils with significantly above-average ability across the range of academic disciplines are identified through the process of awarding academic scholarships, as detailed in the Academic

Scholarship policy. Students are invited to apply for an academic scholarship if they demonstrate suitable academic ambition and outcomes in classrooms. These students then have short interviews to confirm before an academic scholarship is awarded. This process is undertaken annually for new joiners to the school, in conjunction with a review process for students who already hold an academic scholarship.

Pupils with significantly above-average ability in a specific subject discipline are identified by subject staff as part of the Academic Scholarship annual review process and may be recommended to join the programme.

Provision

The Heads of Scholars and the Assistant Head (Academic) run a programme of activities specifically designed to stretch and challenge pupils, to take them outside of their comfort zones with their thinking, and to engage them with subject matter that lies outside of the normal academic curriculum. This programme compulsory for those identified as academic scholars.

In addition, in Years 12 and 13, the Head of Sixth Form Scholars runs a Leading Universities programme for those students aspiring to apply to Oxford, Cambridge, or the more competitive Russell Group universities. This programme supports more able/talented students in presenting themselves in the most favourable light to their chosen universities both in the context of the UCAS application and in subsequent interviews. Associated with this programme, participants are allocated to a senior member of teach staff in their chosen subject discipline or the nearest related one. Regular meetings between the students and member of staff provide a platform for developing interview technique and developing a wider understanding of the subject beyond the A level curriculum.

In class, subject teaching staff are expected to be aware of pupils who are particularly able in their subjects, and to adapt appropriately for these pupils to ensure that they are able to fulfil their potential and are as stretched and challenged as other less able pupils. Adaptations might take the form of (but is not limited to):

- more challenging questions posed for verbal discussion in class discussions or while others are working
- extension tasks of a more challenging nature
- provision of enrichment material, and material to enable reading around the subject
- higher expectations expressed in the feedback given to pupils when work is submitted for marking or assessment, and an expectation that the feedback is acted on by the pupil (in accordance with the SES Feedback Policy, this feedback would direct pupils on how to improve their work)

- Invitation to discuss the subject beyond the constraints of the curriculum at Clinic sessions or other 1:1 or small group sessions outside of class time.

Tracking of progress

The academic progress of all pupils is monitored and reviewed through a process of analysis of the reported attainment and approach to learning data followed by a review meeting at which academic performance is considered at an individual level and for significant underperformance suitable interventions put in place, which may be academic, pastoral, learning support, or monitoring by Head of Year. In the same way pupils who are attaining significantly above expectations are flagged for recognition by the Head of Year.

Underperformance is defined in terms of difference between reported attainment and the indicated grades of pupils with the same ability profile nationally (as identified by baseline testing, and adjusted as necessary by Heads of Department to reflect individual pupil circumstances). When defined in this way, underperformance of more able pupils is identified and reviewed despite these pupils' attainment being relatively high for the cohort as a whole.

Teaching staff also report on pupils' Approach to Learning independently of their attainment. Approach to Learning is defined in such a way as to reflect effort and commitment to studies both in class and in independent work, and so should (in principle) be independent of attainment. The Approach to Learning grades of all pupils are monitored and reviewed, and where this falls significantly below the cohort average, pupils are flagged for review and if necessary targeted interventions. In the same way pupils with particularly high Approach to Learning grades are flagged for Head of Year recognition.

Including Pupils with Special Educational Needs or Disability

Our policy is to promote best practice in the Schools' identification and management of special educational needs and disability (SEND) with regard to **The Special Educational Needs and Disability Code Of Practice 2015**. We will endeavour to explain the support that can be provided for pupils who have difficulty in learning and the co-operation that will be required from parents².

The four broad categories of SEND

The Schools' recognise the four broad categories of need as stated in the SEND COP 2015:

1 Communication and Interaction

Pupils with speech, language and communication needs have difficulty in communicating with others. For example, pupils with Autistic Spectrum Disorder may have particular difficulties with communication and social interaction.

2 Cognition and learning

Some pupils learn at a slower pace than their peers, even with appropriate differentiation. Others may have specific learning difficulties which affect one or more specific aspects of learning in conditions such as dyslexia, dyscalculia and dyspraxia.

3 Social, emotional and mental health

Pupils may experience a wide range of social and emotional difficulties that may, for example, reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, and eating disorders. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4 Physical and sensory

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may for example have a physical disability, vision impairment or hearing impairment which may require specialist support and/or equipment to access their learning.

Policy

This policy has been written with reference to:

SEND Code of Practice 0-25 (2015)

Equality Act 2010: Advice for Schools DfE (Feb 2013)

The Children and Families Act (2014)

Schools SEN Information Report Regulations (2014)

Contact Details

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Identification, Provision and Assessment

Pupils with SEND are identified through the following routes:

- Analysis of assessment data and tracking individual pupil progress which falls significantly outside the overall expected range of attainment.
- Following up class / subject teacher concerns.
- Following up parent concerns.
- Depending on the age of the pupil, discussions with the child or young person.
- Information from previous schools (including SES schools) on transfer.
- Information from other services.

Where a concern is raised, discussions with teachers, Head of Departments and Head of Years (secondary only) and a collaborative approach of support will commence. This may lead to a school based assessment or links with outside agencies.

If the SENDCO decides that change of support may be of benefit to the child or young person this will be discussed with the parent or carer, as appropriate. Plans are created with all information available including, where appropriate, the voice of the child. This information is then shared with all staff to advise teachers on strategies to help meet the child or young person's learning need in lessons.

Provision begins with **Quality First Teaching**. Stamford Endowed Schools believes that every teacher is a teacher of every child or young person with special educational needs. High quality teaching, differentiated for individual children or young people, is the first step in responding to those who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Additional provision which can be made for pupils who appear to have difficulties in learning may include:

- Advice to support colleagues to meet the needs of individual pupils;
- In class and extra-curricular support;
- Small group teaching;
- Individual teaching (learning skills and subject specific);
- Modification of the pupil's curriculum;
- Access arrangements for exams.

Charging

The Schools will make reasonable adjustments to their teaching, support and access arrangements. However, individual, small group tuition and in-class support may be charged as an extra.

Education, Health and Care Plans (EHCP)

An Education Health and Care Plan (EHCP) can be used to support pupil if a student has lifelong or significant difficulties.

In exceptional circumstances, a request that a pupil undergoes a Statutory Assessment Process can be made to the appropriate Local Authority by the Schools, parents, a young person over the age of 16 but under the age of 25, and a person acting on behalf of a school or post-16 institution.

The purpose of an Education Health and Care plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Where a prospective pupil has an Education Health and Care plan, the Schools will consult the parents and the Local Authority to ensure that the provision specified in the Plan can be delivered by the Schools and that any funding or resource costs will be fully met by the Local Authority before a place is offered.

Governors

Governors recognise and accept their responsibility for ensuring that procedures are in place for identifying pupils' special educational needs at the point of admission to the Schools¹, or during their school career, and for providing for those needs, as far as is reasonably possible. Governors reserve the right to make additional charges to the parents for such provision at any time depending on the circumstances bearing in mind the constraints of the Equality Act 2010. Appropriate notice of such charging will be given to the parents concerned and a term's notice in writing (or payment of a term's fees for learning support in lieu of notice) is required to terminate learning support. Fees paid for learning support teaching will not be refunded.

A member of the Governors' Educational Committee will have particular responsibility for Special Educational Needs in the Schools. The Governor will operate under terms of reference approved by the Education Committee and will report annually to that Committee.

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¹ 'Schools' – Stamford School, Stamford Junior School and the Stamford Nursery School.

² Parents – Parents, carers or guardians