



Special Educational Needs

1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to through the UHS Way we develop the whole student in a safe, inclusive and supportive environment. We nurture students' ambitions ensuring all are proud of their success. The UHS way is the foundation to everything we do, ensuring we;

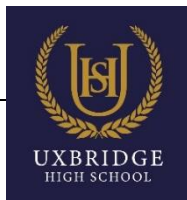
- Provide exceptional Learning experiences.
- Cultivate excellence in each student.
- Have a safe, respectful and a happy community.
- Prepare students for future opportunities as global citizens.

The SEND department ensure they support all colleagues to deliver quality first teaching in an adaptive classroom so that A Gold Standard Curriculum can be delivered FOR ALL. The SEND team aim to ensure that every child with additional needs and/or disabilities reaches their full potential in school, and can make a successful transition to adulthood and the world of further and higher education, training or work.

2. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 Years (July 2014) and has been written with reference to the following guidance, legislation and documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs



3. Inclusion and equal opportunities

At Uxbridge High School we aim to recognise, respond sensitively and cater for a range of learning needs and/or disabilities and challenging circumstances including those from multi-lingual and multi-ethnic communities and low socio-economic and disadvantaged communities. We make every effort to achieve maximum inclusion of all pupils whilst meeting individual needs within an inclusive setting.

'Inclusion' relates to how an organisation responds to the diversity of needs of all individuals to enhance equality of opportunity. Inclusion is a process by which schools, local educational authorities and others develop their cultures, policies and practices to include all pupils. This ensures that all learners' needs are met.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

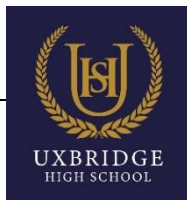
Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.



AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>



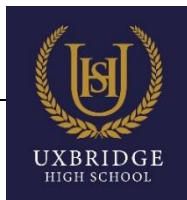
AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1 Board of trustees

The board of trustees is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out



- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.2 Designated trustee

The designated trustee is elected annually by the board of trustees. The trustee is an important link in the chain of communication between the SEN co-ordinator (SENCO) and the board of trustees. The designated trustee will:

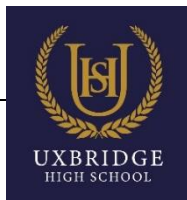
- Help to raise awareness of SEND issues at Board of Trustees meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Board of Trustees on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 Principal

The principal will:

- Work with the SENCO and SEND link Trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.4 Vice principal



A vice principal has responsibility for liaison with the SENCO, including line management meetings. The vice principal will support the principal with the duties set out in 2.3

5.5 Special educational needs co-ordinator (SENCO)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the principal, vice principal and SEN trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the principal/vice principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the principal/vice principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy



- With the principal/vice principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.6 Deputy SEND manager

Supports the SENCO with all of the above and is the first point of contact if parents or staff have a concern regarding a student. The deputy SEND manager leads the management of the FLC if the SENCo is unavailable.

5.7 Curriculum leaders

Curriculum leaders are responsible for the assessment of subject requirements, resources and teaching methods in order to provide subject courses for the full ability range of students, including those with SEN and/or disabilities. They, or a member of the curriculum area with delegated responsibility for SEN, are the main link between the SENCO and subject staff. Within their curriculum area, the curriculum leader has responsibility for the students needing educational provision additional to or different from the majority. Curriculum leaders in conjunction with the members of their department should flag students for review by the FLC team for either SEN provision or exam access arrangements.

5.8 Subject staff

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

All teachers have an overall responsibility to assist in the procedures for identifying students with SEN. In particular, the subject teachers take overall responsibility for a child's educational programme. The subject teacher may complete a referral through CPOMS in liaison with the curriculum leader, liaising appropriately with the head of learning or guidance leaders and parents. It is then passed to the Deputy SEND Manager and SENCO who will assess the information on the referral and will take appropriate action. Students with an EHCP or SEND have a one-page profile,



which detail the identification of the special need, the support strategies required and targets for students to action. This is shared with teaching staff to ensure all students have access to the curriculum. The school also has SEND toolkit to support teachers with adapting teaching and to make reasonable adjustments.

5.9 Transition teacher

Supports transition from Year 6 – Year 7. Looks after all year 7 students, ensuring they are settling in well and that their needs are being met. Meet with parents when required and liaise with the relevant staff members to ensure the correct and sufficient support is in place. Works with students across all years to ensure the student’s basic knowledge level allows them to access the school curriculum.

5.10 Teaching associates

Teaching associates support particular students under the direction and guidance of the subject teacher and the SENCO.

5.11 Alternative curriculum lead (FLC)

Alternative curriculum lead works in the FLC supporting students with personalised timetables and all alternative curriculum, where appropriate.

5.12 Hillingdon Education Authority

The local authority’s responsibility for individual students who have an Education, Health and Care Plan (EHCP) is carried out in partnership with Uxbridge High School.

5.13 Support and ancillary services

Hillingdon Stronger Families will be directly involved when the school’s SENCO has identified a continuing need that requires further assessment.

5.14 Parents

Uxbridge High School will advise and support parents as soon as a SEN has been identified. Parents will be encouraged to be fully involved in their child’s educational provision and to submit any evidence they consider relevant. The views and opinions of parents will be reflected in support offered as recommended by the SEND Code of Practice.

5.15 Students

Uxbridge High School will establish the views of the children on their SEN and the way in which they could be met. Students with an EHCP who are able to do so may submit their views directly at the time of Annual Review.

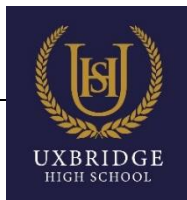
6. Identification, curriculum provision, assessment and record keeping

6.1 Aim

The overarching aim of this policy is to ensure that the needs of students with SEN are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;



- ensure that lessons are stimulating, enjoyable, well differentiated and adapted to meet the needs of all students, including those with SEN;
- make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal;
- use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority;
- continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

6.2 Objectives

Through the application of this policy we wish to:

- ensure compliance with national SEN policy, most currently the Department for Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2014;
- work closely with the LA and comply with locally agreed policies and procedures;
- ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN;
- ensure any discrimination or prejudice is eradicated;
- ensure all students have access to an appropriately differentiated and adapted curriculum;
- recognise, value and celebrate students' achievements at all levels;
- work in partnership with parents/carers in supporting their child's education;
- guide and support all school staff, trustees and parents in SEN issues;
- meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs;
- involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

6.3 SEN

A child has a SEN if he or she has a learning difficulty and/or disabilities, which calls for special educational provision to be made for him or her. A student at Uxbridge High School has a learning difficulty if he or she has a significantly greater difficulty in accessing the curriculum than the majority of children the same age. A student is not regarded as having a learning difficulty solely because the language or the form of language used in the home is different from the language in which he or she will be taught.

6.4 Screening and identification of SEN

The initial identification of a student's SEN and/or disability may have taken place prior to their arrival at Uxbridge High School. In this instance the school seeks to maintain the principle of continuity and progression for the child. Full details of admission to Uxbridge High School can be found in the school admissions policy.

New admissions to the school are identified as having SEN and/or disabilities by an examination of records from previous schools, information from parents, information from subject teachers and referrals to the school's SENCO. Children have a range of assessments to establish reading ages and



to identify possible needs. Results from these tests are analysed in detail by the SENCO and appropriate action taken to communicate SEN to all staff, parents and if necessary, external agencies.

The majority of students with SEN and/or disabilities at Uxbridge High School will not require multi-professional assessment. Their needs will be addressed by appropriate curriculum intervention and will be met from within the school's own resources.

A very small proportion of students with difficulties will require provision through an EHCP. The EHCP, which is the result of a multi-professional assessment, describes the child's special needs and sets out the provision required to address those needs. The local authority, principal and trustees share the responsibility for ensuring that the requirements of EHCPs are implemented, including the allocation of additional resources as appropriate.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

6.5 Curriculum entitlement

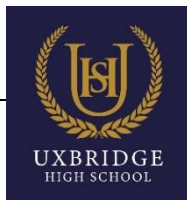
At Uxbridge High School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching associates. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the school. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCO and deputy SEND manager to ensure that students are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. The SENCO regularly meets with curriculum leaders and heads of year to assess and review progress of students with SEN, alongside the deputy SEND manager.

6.6 Managing students' needs on the SEN register

The SENCO identifies (in conjunction with teaching staff/leadership) those students who require support on the SEN register and organises appropriate support, which is implemented across the curriculum through individual provision maps (IPM). Provision for students on the SEN register is usually funded from within the school's existing budget. Students with an EHCP receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEN have an IPM.

The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEN. This approach includes:

- liaison of the SENCO with partner primary schools to aid transition and continuity of support/provision for those students identified with SEN;
- working directly with Hillingdon SEND and the schools careers advisor from Year 10 (Year 9 for students with an EHCP) regarding transition at the end of Year 11 to further education opportunities including sixth form, college and apprenticeships. The SENCO ensures relevant information with regard to SEN students is forwarded on to relevant providers;
- additional induction for Year 6 students identified with SEN;
- baseline screening (standardised assessment) of all Year 7 students for maths, reading, reading



- comprehension, spelling and handwriting on admission, to inform early identification of SEN;
- regular communication and liaison with teaching staff by SENCO in identification and appropriate support of students with SEN;
 - parents being fully informed by SENCO of identification of their child's SEN and authorisation sought in writing, for appropriate provision to be made via the SEN register and provision mapping;
 - measuring progress for all students with SEN termly for students with a My Support Plan (MSP). Progress towards the targets on the MSP is updated at least twice yearly to support the assess-plan-do-review cycle. Adequate progress within the differentiated curriculum will be ascertained through consultation with the student, teachers and parents. A range of data is used including screening (reading, spelling, comprehension and handwriting speed). The SENCO and deputy SEND manager will make a final decision regarding adequate progress;
 - review of provision where appropriate, including application for statutory assessment by the SENCO and subsequent acquisition of an EHCP/application for Early Support funding;
 - parent meetings with the SENCO or deputy SEND manager where appropriate to review progress of all students with SEN, including annual reviews for students with an EHCP and parents' evenings;
 - regular review and update of the SEN register by SENCO to ensure students are appropriately supported, including removal of students from the SEN register who have made appropriate progress towards targets;
 - using the SEND Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;
 - referral by SENCO for outside agency support, as deemed necessary, in conjunction with the principal, leadership team, heads of year, guidance leaders and parents. The SENCO will facilitate provision from outside agencies, including educational psychology service, speech and language therapy service and specialist teaching service. The SENCO will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
 - Holding an annual review for students with an EHCP in line with the objectives therein. An annual review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

6.7 Provision for identified SEN

Uxbridge High School has a designated classroom facility known as the Flexible Learning Centre for students with SEN. Student Support and the ground floor of the main school building are accessible by wheelchair and toilet facilities are available. A lift is available in the Lancaster Building for access.

Moderate learning difficulties are provided for by appropriate intervention within the classroom by subject and support teachers and by withdrawal sessions on an individual or small group basis.

Students with specific learning difficulties have the above provision but the expertise of a specialist teacher may also be called upon.

Sensory impairments – hearing and visual – are offered relevant support on school entry in close liaison with the Borough's Sensory Impairment Team and the Borough's Hearing Impairment Team.



Emotional and behaviour difficulties are sensitively handled by subject teachers with the support of the heads of year, assistant heads of year, guidance leaders, personal tutors and support staff if necessary, with guidance from professionals.

Physical and medical special needs are provided for, as required, in close consultation with the school's student services (welfare assistant and school attendance officer).

Speech therapy, occupational therapy and physiotherapy can be organised through the specialist services of the family GP. Professionals come into school and a staff member from the FLC staff attends the session and supports the students with in school programmes.

The school uses the Local Authority Educational Psychologist to support with identifying needs for some students. The school also use The Hillingdon Stronger Families to refer to service from the SEND team, SEND Advisory Services, Targeted Programmes and Social Services. Parents are consulted throughout.

7. Working with, and accountability to, parents

7.1 Effective working with a parent

Parents have a vital role and responsibility for fostering a positive approach to learning which includes good behaviour and, with parental encouragement and support, children will participate fully and positively in their school life. Uxbridge High School endeavours to make contact with parents an integral part of that school life and to work in partnership with its parents.

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENCO or deputy SEND manager if they have any concerns or questions about SEN provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

7.2 Parents' rights and responsibilities

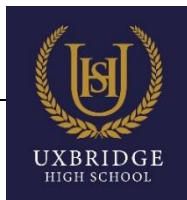
The relationship between parents of children with SEN and the school has a crucial bearing on the child's educational progress. The school will ensure that it works in partnership with its parents and recognises the unique knowledge and information they have about their child. Regular communication between form tutors, heads of learning, house guidance leaders, subject tutors and the parent, where applicable, will ensure an open and confident working relationship. All contact with parents will be recorded on CPOMS or on SIMS.

7.3 Systems for communication, consultation and involvement

Parents of students with SEN are encouraged to work closely with the SENCO and deputy SEND manager at Uxbridge High School. The deputy SEND manager, guidance leaders, heads of learning contact parents regularly to discuss any concerns about a child and parents are encouraged to do likewise. Meetings between parents and the deputy SEND manager, guidance leaders, heads of learning and SENCO are not restricted to the annual parents' evening, or the reviews required by the Code of Practice.

7.4 Complaints

All concerns regarding SEN should be addressed to the SENCO and/or the principal.



8. Training and resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan;
- The principal oversees the professional development of all teaching staff and teaching associates (TAs). Most TAs' continued professional development occurs during training days. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school;
- The Vice Principal, SENCO, deputy SEND manager and the transition teacher has fortnightly line management meetings;
- The deputy SEND manager has a weekly briefing with TAs after school;
- The SENCO, deputy SEND manager and alternative curriculum attend weekly briefings with the Academic Support Provision;
- The SENCO may identify the SEN training needs of staff in conjunction with the principal/leadership team and all staff are encouraged to undertake training and development through training days;
- Newly appointed teaching staff, associate staff and ECTs undertake an induction programme, which includes a meeting with the SENCO, deputy SEND manager and transition teacher to explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students;
- The SENCO regularly attends the local authority's SENCO Forum in order to keep up to date with local and national developments in SEN and also supports the local authority through involvement in work strands to address ongoing developments in the new SEN reforms.

9. Procedures for monitoring, review and evaluation

Monitoring is systematically carried out by the SENCO in conjunction with the SEN team, heads of year, assistant heads of year, guidance leaders and personal tutors. Evidence of students' progress is available on the sims.net assessment module or on Pupil Progress Tracker. For students who have an EHCP, the annual review is used to monitor the progress of an individual child. This includes setting the objectives and priorities for the coming year.

Where a school placement is causing concern, a full review may be called to suggest appropriate intervention.

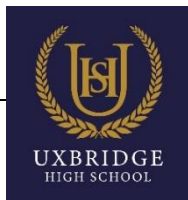
This policy should be read in conjunction with all school policies especially our Behaviour policy.

English as an Additional Language

10. Overall ethos and general policy principles

Uxbridge High School provides for students with English as an additional language (EAL) in accordance with the following aims:

- integration - to educate students with EAL together with their peers in mainstream classes;
- equal opportunities - to educate students with EAL with appropriate support so that they can enjoy equal opportunities with their peers in all aspects of school life;
- continuity and progression - to ensure that there is continuity of support from the primary schools to post-16 education (where applicable) and from year to year at Uxbridge High School.



The trustees and staff at Uxbridge High School are committed to the following principles in making their provision for students with EAL:

- admissions – Uxbridge High School welcomes applications for admissions to the school from all parents/carers of children for whom English is an additional language, regardless of cultural, educational and linguistic background;
- early identification and assessment of students newly arrived in the school for whom English is an additional language, involving liaison with parents/carers, former schools and the local authority’s EAL support service;
- entitlement to an education that will include access to the full curriculum, foster the development of independence and offer the opportunity to develop English language skills;
- the trustees of Uxbridge High School acknowledge and accept the rights and responsibilities, both individually and collectively, of students with EAL, their parents/carers and the staff at the school;
- co-operation and collaboration – the school recognises that effective implementation of the school based stages of assessment will only be possible if a positive working relationship is created with parents/carers, students, and teaching staff;
- consideration - Uxbridge High School recognises that provision for students with EAL will be most effective when the cultural, educational and linguistic background of the student concerned are taken into account.

11. Roles and responsibilities

11.1 The board of trustees

The duties of the board of trustees towards students with EAL are:

- to ensure the necessary provision for students with EAL;
- to ensure that teachers in the school are aware of the importance of identifying and providing for students with EAL;
- to ensure that students with EAL are given the same opportunities as their peers;
- to monitor the acquisition of English language skills and the progress of students with EAL within the whole curriculum.

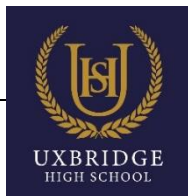
11.2 The leadership team

The principal is responsible for meeting the educational needs of all students as outlined by the trustees in this EAL policy. A member of the leadership team has responsibility for liaison with the SENCO.

11.3 EAL

EAL falls under the remit of the SENCO and responsibilities include:

- advising class and subject teachers, in particular of the EAL stage and first language of EAL students;
- updating and overseeing the records on all students with EAL;
- advising the examinations officer of special arrangements/requirements for students with EAL in GCSE examinations;
- liaison with the house guidance leaders;
- liaison with external agencies;
- arranging for alternative/additional courses at Key Stage 4 to meet identified needs such as a GCSE in home language, alternative courses and enrichment programmes.



11.4 Curriculum leaders

Curriculum leaders are responsible for the assessment of subject requirements, resources and teaching methods in order to provide subject courses for the full ability range including those students with EAL.

11.5 Subject staff

All teachers have an overall responsibility to ensure access to their subject for all students within their classes, including those with EAL. In particular teachers have a responsibility to actively promote the acquisition of English language skills, especially literacy development.

12. Identification, curriculum provision, assessment and record keeping

New admissions are identified by an examination of records from previous schools, information from parents/carers and results of initial assessment. The SENCo will inform all staff via a regularly updated EAL register of students, their stage of English language acquisition and first language. This information will be held on the school's database and website.

12.1 Stages of English language acquisition

There are four stages of English language acquisition, stages 1, 2, 3 and 4. Students on stage 4 are judged to be competent and indistinguishable from native speakers. Assessment of English language acquisition is in four areas: listening, speaking, reading and writing.

12.2 Curriculum entitlement

All students at Uxbridge High School have access to the full curriculum.

12.3 EAL across the curriculum

In every class or teaching group there may be students with EAL and this necessitates that all teachers assess the delivery of the curriculum to ensure that it meets the needs of all students.

The TA responsible for EAL liaison with curriculum leaders will offer advice and support on working with students with EAL.

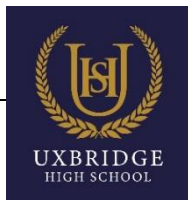
12.4 Differentiation

Differentiation is a planned process of curriculum delivery to maximise the potential of every student based on their individual needs. Subject teachers are responsible for the selection of appropriate teaching materials and methods for the individual in a group situation. Information to enable effective differentiation will be provided by teaching associates.

12.5 Assessment and monitoring progress

Assessment is a continuous evaluation of a student's needs and progress, based upon observation of a student's work and attitude both inside and outside the classroom.

The English language development of students with EAL will be regularly assessed and monitored within the context of the normal curriculum.



12.6 Record keeping

Individual records are maintained on all students at Uxbridge High School. The SENCo will, in addition, maintain a central record of all students with EAL. This record will be regularly updated and contain the following information for each student:

- stage of EAL;
- first languages;
- level of literacy in other languages;
- previous educational experiences;
- country of origin;
- length of time in the UK.

13. Guidance

All students with EAL are placed in mixed ability tutor groups. Where appropriate, students are paired with other students with similar backgrounds, perhaps first language, to secure a successful start at school. The form tutor will work closely with the SENCo to ensure that students settle into normal school routines. Due recognition is given to the student's cultural, religious and educational background eg:

- uniform adaptations - trousers, headscarfs;
- dietary requirements;
- religious observances - fasting, prayer.

Students with EAL are paired with another student in the tutor group for an initial settling in period. During this time the new entrant is introduced to members of staff, school systems and routines.

Form tutors will be made aware of any factors likely to affect a student's performance, academically and/or socially. This includes:

- recent bereavement;
- trauma;
- persecution;
- physical violence perpetrated against, or even by, them.

14. Parent/carers

Parents/carers will be encouraged to be fully involved in their child's educational provision and opportunities for translating and interpreting will be provided where possible.

15. Whole school planning, management and review

15.1 Staff development

CPD requirements are identified in line with the school's policy on staff development. Training is offered both formally and informally by the SENCO at an individual level, curriculum leaders' meetings and via whole staff training.

15.2 Procedures for monitoring, review and evaluation

The SENCO will review and evaluate students' progress in English language acquisition.