



ALLEYN'S SCHOOL SPECIFIC LEARNING DIFFERENCES AND DISABILITIES POLICY

Name of Policy	Specific Learning Differences and Disabilities Policy
ISI Regulation	Part 1: Quality of Education; 3b
Reviewed by	Alleyne's Governing Board
Author/SMT	Mrs A McAuliffe, Deputy Head (Academic)
Date of school review	September 2021
Date of next school review	September 2022

This policy applies to both the Junior and Senior Schools.

Alleyne's is a selective academic school. Pupils follow a wide-ranging and vibrant curriculum that seeks to provide opportunity for all pupils to maximise their academic potential and to develop their talents in an educational environment in which their wellbeing is promoted. We recognise that every child is unique and are committed to making reasonable adjustments where there is an identified specific learning difference and/or disability in order to remove barriers to learning and participation in school life.

This policy is applicable to the whole School community, and thus is relevant to both the Alleyne's Junior and Senior Schools and it intends to present a coherent and joint approach, **where possible**, to specific learning differences and disabilities in the Junior and Senior School.

Definition

The School is mindful of the definition of Special Educational Needs and Disability within the SEN Code of Practice (2014) and the Equality Act (2010).

A pupil is considered to have a specific learning difference if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents him or her from making use of the educational facilities that Alleyne's school provides.

Many children and young people who have SEN may also have a disability; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' In most cases, disabilities will have lasted or be likely to last for 12 months or more.

Policy Objectives

1. To apply a whole-school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (2014), and the Equality Act (2010).
2. To identify, at the earliest opportunity, any pupil who may have a specific learning difference in order to support progression and good mental health and wellbeing.

3. To acknowledge that each individual and their differences are valued; making best endeavours to ensure that the school is accessible and that no pupil will be discriminated against.
4. To ensure that pupils with physical disabilities are given adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities.
5. To work in partnership with a pupil and his or her parent.
6. To ensure that appropriate resources and support are available for pupils with temporary or long-term specific learning differences and disabilities so that they are able to achieve their potential.
7. To ensure that there is appropriate advice and support for teachers to meet the learning needs of all pupils.
8. To conduct regular reviews of a pupil's progress.
9. To ensure that appropriate records are maintained securely in line with the Data Protection Act.
10. To provide or direct teaching staff to appropriate Continued Professional Development (CPD).

Admission arrangements

Alleyn's is an independent, academically selective school, and all pupils are assessed equally on the basis of a competitive examination, interview and school report. For the Junior School, we hold assessment days in January for three and four year olds for entry into our Reception class; six and seven year olds for entry into our Year 3 classes, and for eight and nine year olds into our Year 5 classes.

We welcome pupils who can make the most of the opportunities we offer, who can access our curriculum and flourish in the caring environment that Alleyn's offers. Each pupil is important to us and no specific learning difference or disability will be a barrier of itself. Reasonable adjustment is made in the entrance procedures for pupils who have specific learning differences or disabilities. (Appendix A)

Disclosure

When applying for a place, parents are asked to set out the nature and extent of any specific learning difference or disability on application, providing copies of all written reports and other relevant information. In order for the School to consider what reasonable adjustments it may need to make for each pupil, full disclosure by parents of any medical reports, specialist assessments or any other relevant information, in advance of any application is essential. The Head of Section and Head of Learning Support may request a meeting with the parents in advance of the entrance examination.

No pupil will be disadvantaged when being considered for admission because of a stated specific learning difference/disability but if parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, and the School is unable to make reasonable adjustments to cater for the pupil, the School reserves the right to withdraw the offer of a place or, if the pupil has already joined the School, to ask the parents to withdraw the child.

Educational Inclusion

We have high expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation.

When considering whether it would be reasonable to make an adjustment the School will consider the following factors:

- Whether it will be provided under a statement of special educational needs/EHCP from the Local Authority
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

Responsibilities

Ensuring appropriate provision is made for pupils with specific learning differences is the responsibility of the Head of Learning Support. **However, all teaching and relevant support staff are responsible for the learning progression of pupils with learning needs. Every teacher is a teacher of Special Educational Needs.** All teaching staff are expected to be familiar with an individual pupil's needs, **to seek to anticipate individual learning needs and to overcome barriers to learning.** Teachers will be supported in this by:

- the Head of Department
- the Head of Learning Support who will give guidance on how best the pupil's specific learning differences can be supported through their ILSP
- the distribution of standardised data from group screening tests and baseline data

Identification of Pupils with Specific Learning Differences

Some pupils arrive at Alleyn's with identified specific learning differences or disabilities. To aid early identification of any pupil who may have underlying specific learning differences, the School undertakes a programme of group screening for all new pupils at the beginning of Year 7 and Year 12. Pupils entering at any other point will also be screened.

In addition, information from parents, teachers and school assessment and reporting is used to identify pupils who may have a specific learning difference. (Appendix B Junior School and Appendix B Senior School).

If the outcome of a test or any other circumstances gives the School reason to think that a pupil may have a special educational need or learning difficulty, the School will report and consult with their parents/guardians as necessary and make recommendations. Assessment information may lead to a request for a formal assessment by an appropriately-qualified and registered professional (eg educational psychologist or a specialist teacher with a current SpLD Assessment Practising Certificate), Occupational or Speech and Language Therapist, or by another professional as appropriate. The parents will be responsible for the cost of any formal individual assessment conducted by external professionals.

The School can provide the names of other Specialist teachers (and assessors), Educational Psychologists or other outside professionals to whom parents may refer for tuition, further advice or formal assessment. In every case, the decision whether to take up the Learning Support offered by the School or to refer to an outside agency under a private arrangement will be that of the parents, with advice from the School. Parents bear the overall responsibility for taking decisions about the management of their child's special educational needs or learning difficulties. A parent who would prefer to have an external formal assessment must ensure that the School is given copies of all advice and reports received.

Pupils with a Statement of their SEND/Education and Health Care Plan

Alleyn's welcomes and will make provision for pupils with a Statement/EHCP within the terms of reasonable adjustments. Pupils with a Statement/EHC have strategies set on their ILSP. An Annual review of their Statement/EHCP is conducted in conjunction with the parents and any external agencies involved in the overall provision for the pupil.

Arrangements for providing access to pupils with a disability

At Alleyn's no pupil will be treated less favourably than any other pupil for a reason that relates to his/her disability. The School will attempt to make reasonable adjustments in order to allow all pupils to maximise their learning opportunities.

Individual Learning Support Profile

Pupils who enter the school with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, following an assessment by an independent specialist assessor, will be provided with an Individual Learning Support Profile (ILSP). ILSPs foster self-knowledge on the part of the pupil and raise awareness on the part of parents and teachers. These documents are not target-driven but offer specific strategies which can be applied across a broad range of learning environments. (Appendix C Junior School and Appendix C Senior School)

Learning Support

Learning support is provided through differentiated teaching in the mainstream classroom, guided by a pupil's ILSP. However, from time to time, some pupils may need additional support outside the classroom. Additional support can take place before or after school, in break or lunch times. Occasionally, on a one-off basis, it may be necessary to schedule some support during lesson time. In such cases, the form tutor/Head of Section and the subject teacher concerned are consulted for their permission for this to take place.

Pupils who may need specialist support with their learning include those with the following types of need:

- Cognition and learning, e.g. Specific learning differences e.g. dyslexia, dyspraxia
- Social, emotional or mental health difficulties, e.g. ADHD
- Communication and interaction difficulties e.g. ASD, speech and language difficulties
- Sensory and/or physical difficulties e.g. visual or hearing impairments, physical and medical difficulties

Due to the selective nature of the school there are likely to be few pupils with general learning difficulties across the curriculum. Any such pupils are generally most effectively supported within the classroom through the differentiation of existing curriculum and materials. In some subjects additional help may be offered by subject teachers through clubs at lunchtime or after school.

In the Junior School there is a Head of learning Support, a Learning Support Assistant and a part-time Speech and Language Therapist. In the Senior School, Alleyn's employs a full time Head of Learning Support and two part-time specialist teacher to deliver short courses of support. There is also a part-time Learning Support Administrator.

All our pupils are academically able. Part of our metacognitive approach involves managing a spiky profile and the affective implications of this, e.g. building self-esteem which can be deleteriously affected by the presence of specific learning differences, particularly in a highly academic environment. We judge the success of our policy by the amelioration of teacher, parental and pupil concerns as the pupil has been equipped with learning strategies to enable them to make the progress we would expect in the classroom.

Use of a Word Processor

The School recognises that for some pupils with specific learning differences a laptop/iPad may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a laptop as their **normal way of recording written work** where a need has been established and/or its use is recommended by a specialist assessor, and where appropriate training has been undertaken. They will then be given permission to use a school computer for tests/examinations. (Appendix D)

English as an Additional Language

Alleyn's School is a selective independent school with high academic standards. We welcome applications for pupils for whom English is an additional language who will be assessed equally on the basis of a competitive examination, interview and school report. Bilingual or multilingual EAL learners at Alleyn's School generally have well developed literacy skills in both their home language and English. (Appendix E Junior School and Appendix E Senior School)

Examination Access Arrangements for Public Examinations

The School is required to follow the guidelines of the Joint Council for Qualifications when making examination access arrangements. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.' JCQ review these arrangements on a yearly basis.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know or can do without changing the demands of the assessment. Access arrangements must reflect the pupil's normal way of working at school and in examinations. (Appendix F Senior School)

Appendices:

- Entrance Examination
- Identification of Pupils with Specific Learning Differences
- Individual Learning Support Profile
- Laptop/iPad policy
- English as an Additional Language
- Examination Access Arrangements for Public Examinations

APPENDIX A

ENTRANCE EXAMINATION CONCESSIONS & ACCESS ARRANGEMENTS (SENIOR SCHOOL 11+ & 16+)

This policy applies to the Senior School.

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Alleyn's School Entrance Examinations is to make 'reasonable adjustments' to allow candidates with specific learning differences, disabilities and long-term medical conditions, or for whom English is an Additional Language, to access the examination/written assessment and show what they know and can do.

All requests for entrance examination concessions and access arrangements are determined in accordance with the Joint Council for Qualifications guidelines.

Disabilities and Medical Conditions

At 11+, applications for examination concessions/access arrangements for a candidate on account of a disability, an injury or a long-term medical condition should be supported by the written recommendations of an independent and appropriately qualified physician or other medical professional. This report should confirm that the candidate's disability or medical condition has resulted in persistent and significant difficulties when accessing and processing information, for which they will require access arrangements.

At 16+, a signed file note from the SENDCo of the candidate's current school that confirms the pupil's underlying difficulties, their normal way of working and current access arrangements is acceptable evidence.

Extra Time

Candidates with a specific learning difference may be allowed extra time for the completion of a paper or papers. At 16+ the SENDCo of the candidate's current school must confirm in writing that such a concession is already the candidate's normal way of working and being examined (a copy of a signed JCQ Form 8 is acceptable).

At 11+ extra time will be granted only where the School receives a full copy of a diagnostic report that includes a specific written recommendation for extra time from an appropriately-qualified and registered professional (eg educational psychologist or a specialist teacher with a current SpLD Assessment Practising Certificate) following his/her assessment of the child. The assessment giving rise to the recommendation must have taken place within two years of the entrance examination/written assessment. The recommendation for extra time must clearly show one below-average standard score of 84 or below, **or** two or more standard scores of 85 - 89 in an assessment of speed of reading, speed of writing or cognitive processing measures.

Where the School has received specific and appropriate recommendation, up to 25% extra time will be allowed for the completion of a paper or papers, other than the Reasoning examinations at 11+.

Computers

Candidates may be allowed the use of School computers only where certain conditions are met. At 11+ School computers may be allowed for the English examination paper, but their use is not appropriate for the other examination papers. At 16+ School computers may be used for the Critical Writing assessment provided any of the conditions below are met.

The use of a School computer may be granted to candidates where it is their normal way of working and is appropriate to their needs. This might include candidates with:

- A specific learning difference which has a substantial and long-term adverse effect on their ability to write legibly and/or results in difficulties with planning and organising their writing
- A medical condition
- A physical disability (including a temporary injury)
- A sensory impairment
- Poor handwriting.

A request for the use of a School computer must be supported by a letter from the SENDCo of the candidate's current school confirming it is their normal way of working **and** providing evidence of their specific need. The request will **not** be granted because a candidate prefers to type rather than write **or** can work faster on a keyboard **or** because he/she uses a computer or laptop at home.

The School will always provide the computer or laptop (unless particular, usually medical, circumstances dictate otherwise) and the software used will have the grammar and spelling checks removed. The candidate's work will be printed out by the invigilator.

Extra time plus the use of a computer

In order for the School to allow a candidate extra time AND the use of a School computer, at 16+ the SENDCo of the candidate's current school must confirm in writing that such concessions are already the candidate's normal way of working and being examined (a copy of a signed JCQ Form 8 is acceptable). At 11+ the educational professional's report must demonstrate persistent difficulties with the candidate's speed of handwriting, with a below-average measured score (84 or below) and additional below average difficulties in:

- Speed of reading, or
- Cognitive processing measures (eg phonological, auditory or visual processing, or working memory).

English as an Additional Language (EAL)

Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for **less than three** years at the time of the examination, unless one or both parents are fluent in English, or the candidate has been educated in an international school where some or the entire curriculum

was delivered in English, **or** prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

Other Access Arrangements

The School will consider requests for other access arrangements, if made in writing with supporting documentation.

IMPORTANT NOTES

Application and Notification

Parents seeking special examination arrangements of any kind for a candidate must send a detailed, written request and supporting documentation to reach the Registrar **before the application closing date**. The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Once confirmed, arrangements cannot be altered. **Late requests will not be accepted.**

Access Arrangements and Learning Support Arrangements should a place be offered and accepted (16+)

Please note that any access arrangements that we may grant for 16+ entrance assessments will stand only for these entrance assessments and we can make no guarantee that these will apply in the future should a candidate be offered and accept a place at Alleyn's. Should you choose to accept an offer of a place at Alleyn's, this is on the basis that any access arrangements and learning support arrangements will be subject to assessment and approval by the School's Head of Learning Support. JCQ approved examination access arrangements do NOT automatically transfer between exam centres.

Appendix B (Junior School)

Identification of Pupils with Specific Learning Differences

The Head of Learning Support in the Junior school arranges and co-ordinates these screening tests in consultation with class teachers. Reception children are monitored if the teacher raises any concerns about their development. As stated in the EYFS profile document:

‘Observational assessment (see section 2) is the most effective way of making judgements about all pupils’ learning and development. If a pupil’s learning and development doesn’t yet meet the description of the level expected at the end of the EYFS for an individual ELG, you should record the outcome as ‘emerging’. You should also record details of any specific assessment and provision in place for the pupil. This will be used in discussions with parents so that they have a clear understanding of their child’s development and any additional support which will be offered.’

As the children have been accepted at the school following an assessment it is unusual for any child to be identified with a specific learning difference at this early stage.

From Year 1 upwards, pupils sit InCas online assessments at the start of the Advent term which provide age related, diagnostic information on reading and maths ability. The results are scrutinised for any areas of weakness or unexpected scores. If there is any indication that poor scoring is a result of a specific learning difference then a referral is made to the Head of Learning Support for further investigation.

If at any stage throughout the term a teacher raises concern about a pupil’s progress, a form is submitted to the Head of Learning Support alerting her to the difficulty. In the first instance monitoring of that child may take place by her. It may however be deemed necessary for an initial assessment to be carried out to determine the extent of that child’s difficulties. If that is judged to be the case, an appropriate course of action will be undertaken by the Head of Learning Support. The parents are informed that an assessment is taking place and they will be invited in at a later date to discuss the findings and hear the recommendations. Parents may also raise concerns about their children and this is usually done with the class teacher in the first instance. The same pathway will be followed as when a teacher raises a concern.

Recommendations are made based on the evidence of the assessments and if deemed necessary a Full Diagnostic Assessment by an appropriately qualified independent specialist assessor will be requested by the Headmaster or the Head of Learning Support. This assessment will take place at the parents’ cost. Referral to other outside agencies may be made at this stage in consultation with the pupil and his/her parents. The Head of Learning Support will make every effort to liaise with any outside agencies and carry out any recommendations made by them in school.

Any child manifesting speech or communication difficulties will be referred to our Speech and Language therapist for an assessment and depending on the findings and recommendations, some remedial sessions may be carried out.

Pupils who are identified with a need, may be allocated individual sessions on a weekly basis or some ad hoc sessions may be offered. It may be necessary to support a pupil throughout their time in the Junior School. Monitoring the progress of these pupils occurs at the weekly meetings held between the Head of

Learning Support and the Senior Management Team. Regular meetings are held with parents to discuss the pupils' progress. End of year class testing is carried out in Trinity Term and the results are scrutinised by teachers and the Head of Learning Support. Twice yearly reports to parents are another source of monitoring progress of all pupils.

APPENDIX B (Senior School)

Identification of Pupils with Specific Learning Differences

The Head of Learning Support arranges and co-ordinates these screening tests in consultation with the Heads of Section. Once the results have been collated, the Head of Learning Support discusses the findings with the Form Tutor, and/or Head of Section, who are also able to give feedback on the performance of pupils gained from subject teachers. In screening pupils we are concerned to highlight inconsistencies, uneven performance or a mismatch between ability and performance. The outcome of this process may be:

- Continued monitoring of a pupil's progress by the Form Tutor and subject teachers.
- The recommendation that further individual screening tests take place. These will be carried out by the Learning Support Department staff, who are fully qualified specialists. Parents will be informed and their permission sought before this occurs. Afterwards they will be invited into school to discuss the findings and to decide on the way forward.
- The recommendation that the pupil should have a Full Diagnostic Assessment by an appropriately qualified independent specialist assessor, at the parents' cost.
- The recommendation that the pupil receives a short course of individual or group support.

We recognise that continuous monitoring of pupils by subject teachers and form tutors is essential since, as pupils progress through the school and work gradually becomes more demanding, specific learning differences may emerge and start to affect a pupil's academic performance and emotional well-being. This may be identified by:

- A pupil's progress may be significantly slower than that of their peers starting from the same baseline
- A pupil's progress fails to match or better the pupil's previous rate of progress
- The difference between the pupil's attainment and that of their peers fails to close, and may become wider, despite additional help from the subject teacher

Teaching staff should always consult and keep their Head of Department informed of any concerns; and their Head of Department will give initial advice. Parental concerns, concerns from subject teachers or concerns expressed by the pupil should always be reported to the form tutor who will bring these to the attention of the Head of Section. If indicated, the Head of Section will seek the advice of the Head of Learning Support and they will decide whether:

- The pupil should have a short course of support with the Learning Support Department
- The pupils should have a one-off consultation session with the Learning Support Department
- Additional school screening tests should be undertaken to ascertain whether there may be an emerging specific learning difference.
- The pupil should be referred for an assessment by an independent specialist assessor, at the parents' cost. Any referrals should be undertaken in consultation with the pupil and his/her parents.

APPENDIX C (Junior School)

The ILSP and Learning Support

The Individual Learning Support Profile

The ILSP will identify the pupil's specific learning difference, outlines areas of strength and areas of development. It will give guidance and strategies for the pupil, for staff and parents using information from specialist reports and subject teachers. The final part of the ILSP will give details about any access arrangements, if these are appropriate. The ILSP will be drawn up by the Head of Learning Support, discussed with parents, and will be reviewed annually or after a new assessment.

The Head of Learning Support will arrange for ILSPs to be electronically attached to the pupil's records so that they are easily accessible to teachers, who will review and retain them with their teaching information. It is particularly important that all teachers are fully aware of the details regarding any of their pupils with a specific learning difference or disability.

The Head of Learning Support will ensure that up-to-date ILSPs are available to teachers by Advent half-term.

Learning Support

Pupils are taught in a structured and multi-sensory way that provides strategies for learning and for revision and encourages metacognition so that they can discover their own best way of dealing with their specific learning difference.

The Head of Learning Support will monitor the pupil's progress and at the end of the course assess whether the guidance provided has been sufficient to allow the student to continue on their own, or whether outside expertise would be indicated.

Monitoring Progress

Pupils' progress is monitored by:

- examining their grade sheets/reports/exam results/performance in order to identify areas they may need support in
- consultation with the class teacher about the child's performance in class and self-esteem
- reviewing pupils' ILSPs on a yearly basis in consultation with the pupil and his/her parents
- conversation with the pupil regarding their self-picture and how they perceive themselves within the classroom

APPENDIX C (Senior School)

The ILSP and Learning Support

The ILSP

The ILSP will identify the pupil's specific learning difference, outlines areas of strength and areas of development. It will give guidance and strategies for the pupil, for staff and parents using information from specialist reports and subject teachers. The final part of the ILSP will give details about any access arrangements, if these are appropriate. The ILSP will be drawn up by the Head of Learning Support, in conjunction with the pupil and parents, and will be reviewed annually or after a new assessment.

The Head of Learning Support will arrange for ILSPs to be electronically attached to the pupil's records so that they are easily accessible to teachers, who will review and retain them with their teaching information and annotate their mark book appropriately. It is particularly important that tutors are fully aware of the details regarding any of their tutees with a specific learning difference or disability.

The Head of Learning Support will ensure that up-to-date ILSPs are available to tutors and staff at the beginning of each Advent term and will circulate any additional or updated ILSPs that are agreed after September.

Learning Support

Pupils are taught in a structured and multi-sensory way that provides strategies for learning and for revision and encourages metacognition so that they can discover their own best way of dealing with their specific learning difference. They are not coached in particular subjects. These courses will normally last for a half term, or, in some cases, up to a maximum of one term, and their aim will be to enhance a pupil's own ability to learn effectively. The school does not have the resources to provide long-term support.

The Head of Learning Support will monitor the pupil's progress and at the end of the course assess whether the guidance provided has been sufficient to allow the student to continue on their own, or whether outside specialist support would be indicated. The Head of Learning Support will make recommendations about the next appropriate course of action to the Head of Section and subsequently to parents. For most pupils this is likely to focus on monitoring future progress, which hopefully will indicate an improvement as the new skills are applied. This monitoring may include a review meeting with the Learning Support department. A pupil may need a further short course later in his or her school career as work becomes more demanding.

Monitoring Progress

Pupils' progress is monitored by:

- examining their grade sheets/reports/exam result/performance in order to identify areas they may need support in
- reviewing pupils' ILSPs on a yearly basis in consultation with the pupil and his/her parents
- regular review meetings with the pupils (an important part in raising their metacognition) and parents. This may be followed by a short period of targeted support

APPENDIX D

Laptop/iPad and Word Processor Policy

At Alleyn's school, pupils are expected to complete tests and examinations by hand. However, we recognise that pupils who have difficulties with handwriting and/or problems with processing and getting their ideas down on paper can find that using a word processor:

- Enables clear and legible writing
- Enables the pupil to express their ideas more fluently
- Helps to counter feelings of frustration and tiredness that can affect self-confidence and self-esteem
- Enable the pupil to become a more independent learner

Who may use a word processor as their normal way of working at school?

The use of a word processor cannot be granted to a pupil because he/she prefers to type rather than handwrite **OR** can work faster on a keyboard **OR** because he/she uses a laptop at home. Some of the reasons why the School will allow a pupil to use a word processor as their normal means of recording work **both in the classroom and for tests/examinations** include:

- The pupil has an identified specific learning difference which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment

These reasons will be supported by a report from a suitably qualified professional

- Poor handwriting
- Planning and organisational problems when writing by hand

For these reasons, school-based evidence will be gathered as detailed below in order that an informed decision can be made **by the Head of Learning Support** on whether to allow the use of a word processor.

School based evidence

Concerns about a pupil's handwriting may come from teachers, parents, the pupil or following a timed test/examination.

Any concerns about a pupil's handwriting should be reported to their form tutor who will gather information from subject teachers. These concerns may also come from the pupil or the parents. After gathering this evidence, the form tutor will bring these concerns to the Head of Section. If a potential difficulty is identified, the Head of Section will seek the advice of the Head of Learning Support who will:

- Contact the form tutor to collect the information from subject teachers that has already been collected
- Contact the parents to seek their views

- Arrange to meet with the pupil to look through their books and to carry out a handwriting assessment
- Arrange a short course of handwriting support.

At the end of this process, the Head of Learning Support will meet with the parents to discuss the way forward. This may involve:

- Concerns may have been ameliorated and the pupil's handwriting has improved
- The pupil's handwriting has improved a little but they may continue to have difficulty with legibility and speed in longer pieces of writing.
- A recommendation that the pupil should undertake a touch typing course with the view to the use of a word processor becoming their normal way of working at school. The school hosts a touch typing course during the October half-term holiday and holds a list of professionals who are able to provide this service; both of these are at the parents' cost.
- Additional concerns are noted concerning slow processing in other areas. In this case the Learning Support department will undertake further screening tests which may lead to a recommendation of an independent specialist assessment.

Using a word processor at school

After the pupil has completed a touch typing course to ensure that typing is efficient, accurate and of sufficient speed to be able to cope in the classroom, the Head of Learning Support in consultation with the Head of Section may give permission for the pupil to use a laptop/iPad in the classroom. In class:

- Pupils must set up subject folders and save work at the end of each lesson.
- Pupils will be allowed access to the School wifi during school hours to facilitate management of their work.
- Pupils should use a plain font and allow room for teachers' comments.
- Spellcheck can normally be used on all pieces of work except in examinations.
- Work must be printed out by pupils and stuck into exercise books or placed in a file **or kept in an electronic file** as required by each teacher.
- Special arrangements may need to be made for tests requiring extensive prose if the member of staff wishes to receive the work immediately.
- Pupils must ensure that laptops/iPads are charged every evening as they will need to run on battery power in the classroom.
- Pupils may email homework to teachers only with the express permission of that teacher.
- Pupils should not expect the School's IT technicians to maintain their machines or undertake repairs to them.

Limitations to Laptop Use

- A subject teacher has the right to veto the use of a laptop in particular situations:
- Where its use might be dangerous or problematic e.g in a particular experiment in Chemistry
- Where particular exercises should not be done with computer assistance e.g maps and diagrams
- Where calculations are required without the assistance of computer functions such as in Mathematics

- If an individual pupil, in any lesson, is using the laptop in such a way as to cause a distraction or disturbance to the learning of others.

Using a word processor in examinations

- A pupil who has used a laptop as their normal way of working at school and has had practice and rehearsal in the use of a word processor in timed conditions may use a word processor in examinations. In this case the pupil will use a school word processor for internal and external examinations. The Examination Officer will make contact with the candidate to arrange in which specific examinations they wish to use a word processor.
- There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this.
- Spelling and grammar check will be disabled as will any connection to the internet. In rare instances some pupils will have this enabled due to their spelling difficulties which affect their writing fluency. This will be after consultation with the pupil, parents and subject teacher.
- The form tutor will arrange for the pupil to meet with the IT department for a familiarisation session.
- Any request for the use of a laptop in a summer internal or external examination after 21 February must be accompanied by a doctor's note.
- Scripts will be printed out on school printers as soon as the examination ends. The pupil must be present to check that all pages have been printed and then sign each page.

APPENDIX E (Junior School)

English as an Additional Language

Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country an school
- Newly arrived from a foreign country and who attended a school where they were taught in English
- Born abroad but moved to England at some point during their childhood
- Born in the UK but in a family where the main language is not English

EAL pupil's competence in English can be categorised as described below:

Level 1: silent period/beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

The majority of EAL pupils at Alleyn's are fluent in English, having been brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be aware that EAL needs may emerge as more competent pupils progress in their education, it is also the case that the majority of these pupils will have no language support needs during their time at school.

Identification

EAL pupils are identified on admission through disclosure by the parents in the application process. The school is able to make "reasonable adjustments" in our Entrance Examination for such pupils. The marking of the Entrance Examination will take into account the fact that a candidate has English as an additional language so that these pupils are not disadvantaged as far as this part of the admissions process is concerned.

Alleyn's school has a list of pupils for whom English is an additional language and this is made available to all teachers in order to meet any potential needs.

Early Years Foundation Profile

'The EYFS profile assessment is underpinned by an understanding that language is central to our sense of identity and belonging to a community. The profile recognises and values linguistic diversity.

The communication skills pupils for whom English is not their home language will vary. However, learning English as an additional language (EAL) is not a special educational need.

Pupils will be at different stages of learning English and one or more other languages. Practitioners need to find out as much as they can about a pupil's prior language experience and any education they have received elsewhere. Parents as the first educators are an important source of information.'

(EYFS Foundation Handbook 2016)

Provision in the Classroom

EAL pupils are offered full access to the wide-ranging and vibrant curriculum and co-curricular activities that Alleyn's offers as this provides the best platform for all pupils to develop their language skills in speaking, listening, reading and writing since it provides a meaningful context with appropriate cognitive challenge. All teachers are expected to take on the role of teachers of language in the context of their subject. The following guidelines are suggested:

- Consider the language demands of the content of a lesson.
- Allowing time for discussion will allow pupils with EAL time to develop their understanding. Pupils may need a little extra time for processing OR more explanation from the teacher OR a framework on which to model their response.
- Allow pupils time to think through questions before answering and consider using different types of questions or repeating questions using different vocabulary.
- Provide structured guidance for pupils to support reading or writing activities.
- Explicitly teach subject specific vocabulary as well as grammar. Show pupils how to connect ideas in writing using connective words appropriate to your subject.
- Focus on developing and providing the language for higher order reading and thinking skills appropriate to your subject such as hypothesising, evaluating, inferring etc.
- Consider providing visual information such as timelines, tree diagrams, flow charts, tables, graphs, pie charts to support the development of key words and concepts.
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning.
- Allow pupils time to summarise and reflect on what they have learnt at the end of a lesson and link old learning with new ideas and concepts.
- Integrate speaking, listening, reading and writing so that each of these skills can support and help to develop the others

Progress

Most EAL pupils at Alleyn's School will thrive in a language enriched classroom environment. The progress of EAL pupils is monitored carefully throughout the Junior School by the class teacher.

APPENDIX E (Senior School)

English as an Additional Language

Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country an school
- Newly arrived from a foreign country and who attended a school where they were taught in English
- Born abroad but moved to England at some point during their childhood
- Born in the UK but in a family where the main language is not English

EAL pupil's competence in English can be categorised as described below:

Level 1: silent period/beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

The majority of EAL pupils at Alleyn's are fluent in English, having been brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be aware that EAL needs may emerge as more competent pupils progress in their education, it is also the case that the majority of these pupils will have no language support needs during their time at school.

Identification

- EAL pupils are identified on admission through disclosure by the parents in the application process. The school is able to make "reasonable adjustments" in our Entrance Examination for such pupils, in line with the current JCQ guidelines.
- The marking of the Entrance Examination will take into account the fact that a candidate has English as an additional language so that these pupils are not disadvantaged as far as this part of the admissions process is concerned.
- Alleyn's school has a list of pupils for whom English is an additional language and this is made available to all teachers in order to meet any potential needs.

Provision in the Classroom

EAL pupils are offered full access to the wide-ranging and vibrant curriculum and co-curricular activities that Alleyn's offers as this provides the best platform for all pupils to develop their language skills in speaking, listening, reading and writing since it provides a meaningful context with appropriate cognitive challenge.

All teachers are expected to take on the role of teachers of language in the context of their subject. The following guidelines are suggested:

- Consider the language demands of the content of a lesson.
- Allowing time for discussion will allow pupils with EAL time to develop their understanding. Pupils may need a little extra time for processing OR more explanation from the teacher OR a framework on which to model their response.
- Allow pupils time to think through questions before answering and consider using different types of questions or repeating questions using different vocabulary.
- Provide structured guidance for pupils to support reading or writing activities.
- Explicitly teach subject specific vocabulary as well as grammar. Show pupils how to connect ideas in writing using connective words appropriate to your subject.
- Focus on developing and providing the language for higher order reading and thinking skills appropriate to your subject such as hypothesising, evaluating, inferring etc.
- Consider providing visual information such as timelines, tree diagrams, flow charts, tables, graphs, pie charts to support the development of key words and concepts.
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning.
- Allow pupils time to summarise and reflect on what they have learnt at the end of a lesson and link old learning with new ideas and concepts.
- Integrate speaking, listening, reading and writing so that each of these skills can support and help to develop the others.

Progress

Most EAL pupils at Alleyn's School will thrive in a language enriched classroom environment. The progress of EAL pupils is monitored carefully throughout the Lower, Middle and Upper school by tutor, Head of Section, Housemaster and the Head of Learning Support.

Additional Support

Most EAL pupils will thrive in a language enriched classroom environment without further intervention. However, if concerns are identified following the procedure outlined above:

- A short course of language focussed support may be provided for any pupil causing concern.
- A pupil must not be regarded as having a specific learning difference solely because the language or medium of communication of the home is different from the language in which he or she will be taught.
- Should any specific learning difficulties be identified through our screening process or through concerns expressed by teachers, parents or the pupil, EAL pupils will have equal access to the specific learning differences and disabilities provision that Alleyn's is able to offer.

Examination Arrangements

The school will follow the current JCQ guidelines when making arrangements for examinations.

Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for less than 3 years at the time of the examination, **unless** one or both parents are fluent in English, **or** the candidate has been educated in an International school where some or the entire curriculum was delivered in English, **or** prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

APPENDIX F (Senior School)

Examination Access Arrangements

Access Arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding.

Access Arrangements should be agreed **at the start of the course** so that candidates know what is available and have these arrangements in place for examinations and Controlled Assessments/coursework.

The JCQ Regulations clearly state that the “Arrangement put in place must reflect the support given to the candidate in the Centre” (the ‘normal way of working’), and in most cases this evidence includes:

- A history of need: a report from an independent specialist assessor that clearly identifies a specific learning difference **AND**
- A history of provision: evidence that this is the candidate’s normal way of working at School. The Head of Learning Support will provide evidence of this through the pupil’s ILSP, monitoring and reviewing their progress each year (reflected in their ILSP), monitoring their use of extra time during school examinations and their use of a laptop computer in school. The views of subject teachers will also be sought to establish the pupil’s normal way of working in their subject. In addition, during Year 9 a range of tests will also be carried out by the Learning Support Department (in line with JCQ recommendations) to determine whether Access Arrangements are still appropriate.
- Access Arrangements may include one or more (depending on the level of need) of the following Arrangements: the award of extra time, the use of a laptop, the provision of a quiet room, rest breaks or other appropriate Arrangement. These Arrangements must reflect the pupil’s normal way of working.

A report from an independent specialist assessor without a history of provision is **not** enough evidence for Access Arrangements to be granted. For this reason, any specialist assessor’s report recommending Examination Access Arrangements must be received by the School **no later than the last day of September of the examination year**. If there is a history of need and a history of provision, the Head of Learning Support will make appropriate recommendations for Access Arrangements.

The School is required to make applications for any Access Arrangements that a pupil requires by **31 March**, if the pupil will be taking examinations that summer.

When the need for a potential Public Examination Access Arrangement is identified, the School will endeavour to ensure that younger pupils undertake internal examinations under the same conditions so long as a report identifying a specific learning difference is received by **31 March** of the year in which the internal examinations take place.