



ALDRO

SEND & EAL Policy

*Special Educational Needs and Disabilities &
English as an Additional Language*

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Version:	Two
Last updated:	January 2026
Governor lead:	David Evans
Governor review:	February 2026

This Policy has regard to:

- **Admissions Policy**
- **Accessibility Plan**
- **Anti-bullying Policy**
- **Behaviour Policy**
- **Child Protection & Safeguarding Policy**
- **Complaints Policy (including pupil complaints)**
- **Curriculum Policy**
- **Equal Opportunities and Diversity Policy**
- **Staff Handbook and Code of Conduct (including whistle blowing policy and grievance procedure)**

This policy has been written to reflect Aldro's provision in the context of the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code of Practice 2015), as well as the Equality Act 2010.

Introduction and Aims

This document provides information about support at Aldro in the broadest sense. It lays out the provision available to pupils with learning difficulties and Special Educational Needs and Disability (SEND) (Part I), as well as those with English as an Additional Language (EAL) (Part II).

Aldro is an academically selective preparatory school and we welcome all pupils who can make the most of the opportunities that we offer and who can flourish in its caring environment. Treating every child as an individual is important to us and we welcome children with learning difficulties, SEND and EAL providing that the School, as a whole, feels it can reasonably give them the support that they require in the context of the School's overall aims and daily provision. In determining this, a pupil's present and future welfare is always central to any decision taken.

Part I: Pupils with Learning and/or SEND difficulties

1. Introduction

The SEND Code of Practice 2015 and Equality Act 2010 make it clear that:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

At Aldro, we encourage a whole school approach to supporting children with learning/SEND difficulties, where Form and subject teachers, as well as pastoral and learning support staff work together to provide support, encouragement and understanding of every aspect of a pupil's school life.

We aim to enable all children to participate in the life and work of the school, and together with parents, we aspire to provide the education that will help them to achieve to the best of their abilities. Our aims include:

- To identify, at the earliest opportunity, any pupil with learning/SEND difficulties.
- To gather and analyse information on identified pupils and decide on appropriate support.
- To provide appropriate materials and resources, dedicated support and suitable advice to pupils with learning/SEND difficulties.

- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning and behaviour of those with learning/SEND difficulties.
- To ensure there is support for teachers to meet the learning needs of all pupils in the classroom.
- To work closely with the Pastoral Care Team to provide necessary for all pupils with learning/SEND difficulties so that they may develop confidence in all areas and build a strong sense of self-esteem.
- To ensure that pupils' records include information relating to their individual needs together with interventions that have been suggested and their outcomes.
- To conduct regular reviews of children's progress.
- To liaise with external agencies and implement their recommendations where appropriate.
- To maintain close links with parents/guardians regarding their child.
- To include the pupils themselves in decision making about the type of intervention and the targets to be included in their Individual Education Plan where appropriate.
- To ensure pupils with learning/SEND difficulties receive the appropriate support at transition stages either when they join or leave the school.

The Headmaster has responsibility for the day to day management of all aspects of the school including provision for children with special educational needs. These responsibilities are met in close collaboration with the Assistant Head (Curriculum), Deputy Head (Pastoral), Head of Juniors and Head of Learning Support.

The Head of Learning Support works with the EAL Coordinator to oversee the provision, assessment and tracking of all pupils with additional needs - including English as an Additional Language. The Department comprises fully qualified full and part-time teachers who work as part of the Learning Support Department.

2. Entry to the School

Any pupil, including those with learning/SEND difficulties, wishing to come to Aldro will need to complete the admissions process, as outlined in the Admissions Policy.

Prior to entry, if a pupil has already been assessed and diagnosed with a specific learning difficulty/SEND, we ask parents to share with us any professional reports that support this e.g.: Educational Psychologist, Occupational Therapist, other medical professionals, Behavioural Optometrist.

We also advise them to discuss their child's requirements with us before participating in our admissions process so that we make sure Aldro is the right environment for them to grow and thrive and that it can make adequate provision for support if needed.

3. Definition of SEND

A child or young person is considered to have Special Educational Needs (SEN) when they have a learning difficulty or disability that requires special educational provision to be made for them. This definition is drawn from the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015).

A child of compulsory school age or a young person is regarded as having a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Special educational provision is that which is additional to, or different from, the educational provision made generally for others of the same age.

The School takes very seriously the requirements contained in the Revised SEND Code of Practice 2015.

At Aldro, the Code's main principles are applied in the following way:

- Pupils with learning/SEND difficulties should be permitted the broadest access to a balanced education.
- The needs of the majority of pupils with learning/SEND difficulties will be met within the mainstream setting, without statutory assessment or Education, Health and Care plans (EHC). These pupils will be educated alongside their peers.
- The school's definition of SEND states that a pupil has SEND if he/she has a learning difficulty or physical disability which requires provision to be made beyond that which is available to all and/or a medical diagnosis.

The majority of pupils on the Aldro Learning Support Register have mild learning/SEND difficulties.

4. The Learning Support Register

The Learning Support Register records information on all pupils with SEND and/or pupils receiving 1:1 support in the Learning Support Department.

5. Roles and Responsibilities

- A member of the Governing Body has specific responsibility for overseeing the provision of learning support within the School.
- The Headmaster is responsible for overseeing the provision of learning support for those children identified with learning/SEND difficulties.
- The Head of Learning Support reports to the Assistant Head (Curriculum).
- The Coordinator of EAL reports to the Head of Learning Support.
- The School Nurse has responsibility for pupils with medical problems.
- The Deputy Head (Pastoral), has responsibility for pupils with behavioural/pastoral difficulties.

The **Head of Learning Support's** responsibilities include:

- Supporting every child to achieve their potential and optimise their self-esteem and resilience.
- Overseeing the day-to-day operation of the school's Learning Support Policy.
- Developing, monitoring and evaluating the Learning Support Policy.
- Co-ordinating the provision for pupils with learning/SEND difficulties
- Ensuring staff are kept informed of pupils with learning/SEND difficulties.
- Advising staff on supporting pupils with learning/SEND difficulties.
- Liaising with the Assistant Head (Curriculum) / Deputy Head (Pastoral) / Headmaster on SEND issues.
- Developing and maintaining a programme of identification, assessment, tracking and monitoring of pupils with learning/SEND difficulties.
- Managing the Learning Support budget and ensuring resources are available to support the whole school Learning Support Policy.
- Managing the work of teachers within the Learning Support department.
- Identifying areas for staff training and arranging for external trainers to visit the School or contributing to the in-service training of staff.
- Overseeing and maintaining central records for all children with learning/SEND difficulties.
- Liaising with parents of children on the Learning Support Register.
- Liaising with the Learning Support Departments of Senior Schools.
- Liaising with external agencies including educational psychologists, speech and language therapists and occupational therapists.

Teachers and Teaching Assistants' responsibilities include:

- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Raising concerns about a pupil's learning difficulties with the Head of Learning Support and working with her to assess and support the pupil.
- Liaising with the Head of Learning Support, Learning Support department teachers, parents and pupils as to the most effective means of adapting for individual need.
- Working with the Head of Learning Support to consider all the information gathered from within the school about the pupil's progress when deciding if special educational provision is necessary.
- Referring to key points from Educational Psychologist and other professional reports and implementing those recommendations in the classroom and broader school life where appropriate.
- Liaising with parents of pupils with learning/SEND difficulties in conjunction with the Head of Learning Support to ensure transparency.

Learning Support Department Teacher responsibilities include:

- Working in collaboration with teachers towards implementing a whole school approach to supporting the individual needs of pupils with learning/SEND difficulties.
- Assisting in the identification of need.
- Devising effective teaching plans (Individual Education Plans) tailored to the needs of the individual child.
- Developing a variety of learning strategies appropriate to the individual pupil's strengths and weaknesses.
- Assessing, recording and regularly evaluating pupils' progress.
- Liaising with parents together with Head of Learning Support.

6. Identification of SEND

The SEND Code of Practice 2015 identifies the following four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

At Aldro we recognise that early identification coupled with effective provision gives the best long-term outcomes for pupils. Aldro identifies SEND by:

1. Analysing the **pre-entry assessment** papers completed by pupils.
2. Liaising with **feeder schools** and parents of new pupils.
3. Analysing the annual **computerised testing** results (CAT 4).
4. Working with **Subject teachers** when they flag concerns and work with them to help the pupil close the attainment gap with his/her peers.
5. Working with the **Pastoral Care Team** (PCT) if Form tutors flag social, emotional or mental health concerns.
6. Listening to and working with **parents** who raise concerns.
7. **Tracking pupils** through the school wide tracking systems.
8. Listening to the concerns of **pupils themselves**.
9. Working with **Staff** on more generalised concerns.

If further assessment is required, the Head of Learning Support will work with parents to arrange this. This cost of this is borne by the parents.

7. A Graduated Response to Intervention

At Aldro we offer a progression of levels of intervention:

1. In most cases a pupil's needs can be met by quality teaching targeted at the pupil's area of need through an appropriately adapted curriculum and this is the first response offered to support a pupil.
2. If there are still concerns about the progress a child is making with an adapted curriculum, then the subject teacher with the support of the Head of Learning Support will begin to assess whether the pupil has learning/SEND difficulties. At this point small group work such as Maths Club is offered to help pupils catch up with their peers, possibly in conjunction with individual lessons (see below). Parents and the pupil are consulted at this point.
3. For some pupils, individual Learning Support lessons are provided once or twice per week to address their specific learning needs. These sessions operate on a rolling timetable so that pupils miss a different lesson each week, ensuring that support does not consistently impact the same subject. Learning Support teachers also aim to avoid scheduling sessions during break times, assemblies and chapel, as these are considered important elements of the school day.

8. Assess

All pupils are assessed and monitored through school wide assessments.

Regular liaison between the Assistant Head (Curriculum), Deputy Head (Pastoral,) Head of Juniors and the Head of Learning Support allows for pupils, who are not making expected progress, to be identified and the resulting action decided. Possible actions include:

- Communication with teachers for feedback
- Communication with teachers asking them to monitor pupil closely
- Communication with Pastoral Care Team for support
- Request for further adaptations in class to address a particular need
- Request for targeted short term "one-off" help in a particular subject
- Participation in small group support
- 1:1 support (academic or pastoral)
- Internal assessment by Head of Learning Support
- Further assessment involving external agencies.

9. Plan

For the majority of pupils, the Head of Learning Support works with subject and class teachers to plan the best way to support the pupil within the context of the classroom.

Meeting the needs of a pupil through high quality adapted teaching is the responsibility of the Form/Subject teacher. Details of a pupil's specific needs are outlined in the Classroom considerations document available to all staff from their desktop. The Head of Learning Support will support teachers in this where appropriate and necessary.

Where individual lessons are required the Specialist Teacher takes responsibility for assessing, planning, delivering and monitoring appropriate intervention. Individual Education Plans (IEP) will be drawn up in September and February detailing the programme of work to be followed. When devising an IEP it is important to ensure that pupils are aware of and agree with the targets set for them, and experience success through their own efforts in meeting these targets.

An IEP will include the following information: the short term targets set for the pupil and the teaching strategies; the achievement criteria for each target and when the plan is to be reviewed. Although each IEP is formally reviewed twice in the academic year (February and June), in practise they are kept under review at all times and may be adjusted according to need. Parents and teachers are consulted and kept informed of their child's progress through updated IEPs which are emailed to them.

10. Do

Setting and Adapted curriculum

Classroom sizes are kept relatively small and the pupils may be set in English, Maths, French and Science. Lower sets are generally smaller than the higher sets, to allow for more focused attention where needed.

Small group support

There are various types of small group support at Aldro, depending on need, each term. These include maths skills, social skills, and literacy groups. Pupils attend these small group sessions and attendance is reviewed on a termly basis.

1:1 support

1:1 support is suggested when classroom and small group interventions have not had the desired effect, whether for academic or self-esteem reasons. These are timetabled with one of the Support Teachers in school and bear an additional cost.

11. Review

We are monitoring the effectiveness of the provision and pupil progress at:

School-wide level:

All pupils are monitored through school wide effort and attainment grades. These are reviewed twice termly by the Assistant Head (Curriculum), Head of Juniors and Head of Learning Support. Appropriate interventions are identified and responsibility is assigned depending on area of need.

Individual level:

Subject teachers are responsible for assessment of the progress of all pupils in their subject and they should identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

If a subject teacher has concerns about academic progress of any pupil, he/she will raise that with the form tutor and Head of Learning Support.

Form Tutors are responsible for a pupil's progress pastorally and are responsible for assessment of a pupil's progress in areas other than attainment, e.g. in their wider development or social needs.

The pupil's individual learning support teacher is responsible for assessing progress in learning support lessons. Standardised tests are applied twice a year to measure progress explicitly. These are stored centrally and reviewed by the Head of Learning Support.

Staff meetings:

Weekly staff meetings provide opportunity for members of staff to raise concerns and cross discipline discussions to take place.

Learning Support/EAL meetings:

Weekly Learning Support/EAL meetings provide opportunity to discuss any issues arising that week with regards to individual pupils. It also allows reflection to take place on processes and provision to ensure that they are working efficiently and effectively.

1:1 Meetings:

1:1 meetings between the Head of Learning Support and teachers or any other member of staff provide further opportunities to gather information on the progress of any pupil. The Head of Learning Support is in constant contact with all members of the Aldro Staff, gathering information, providing immediate feedback to issues and discussing lack of progress and possible solutions.

1:1 meetings with parents and the pupils themselves also happen where necessary to discuss progress.

12. Specialist Intervention

Aldro is able to provide contact information for a range of specialist services including:

- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS)
- School Counsellor

It is the responsibility of parents to engage specialist services such as those listed above and to cover all costs relating to the assessment, consultation, report and therapy.

All Specialist Teachers working in the Learning Support Department at Aldro are trained and qualified to work with pupils with SEND/Learning difficulties.

13. Exam Concessions

Senior Schools now insist that Preparatory Schools follow the Joint Council for Qualifications (JCQ) guidelines for Access Arrangements in public exams at Common Entrance. In accordance with this, Aldro will allow a pupil in Form 7 and 8 exam concessions where a pupil has a recommendation in an Educational Psychologist report and where he/she meets the required criteria as set out by JCQ. Aldro is required to request permission for a pupil to use a concession at Common Entrance directly from their chosen senior school. This will involve the sharing of reports with that senior school to validate the requested concession.

Lower down the school exam concessions are considered on the basis of individual need and their use monitored, to help gain an evidence base for future JCQ applications as to their normal pattern of working.

Part II: English as an Additional Language (EAL)

14. Introduction

The school delivers its curriculum in English and pupils are supported to develop the language proficiency needed to access learning and participate fully in school life. We recognise that multilingual learners bring valuable linguistic and cultural strengths and we are committed to providing high-quality, evidence-based support to ensure their successful integration and progress.

Prospective pupils who use English as an Additional Language (EAL) are assessed prior to entry to determine their current level of English proficiency. Spoken and written language skills are evaluated with reference to the Common European Framework of Reference for Languages (CEFR), with expected levels varying according to the proposed year group. Where appropriate, additional written assessments are completed following the initial interview.

For pupils who require targeted support, individual or small-group EAL lessons may be provided. These sessions focus on developing academic language, vocabulary, reading comprehension and writing skills, as well as supporting pupils' confidence in spoken English. The nature and frequency of this support are outlined in the Offer Letter and agreed with parents prior to admission. Some pupils may also receive additional support in French to help them meet the linguistic demands of Common Entrance.

We actively encourage pupils to continue using and developing their home language. Research shows that strong first-language skills provide a foundation for acquiring additional languages, supporting cognitive development, vocabulary growth and overall academic achievement. Maintaining the home language also strengthens cultural identity and family communication, which in turn contributes positively to pupils' wellbeing and confidence as learners.

All EAL pupils are included on the EAL Support Register. Their progress is monitored regularly, and personalised language targets are reviewed and updated each September and February. These targets are shared with pupils, parents, and relevant staff to ensure a consistent, collaborative approach to supporting language development across the curriculum.

Part III: General

14. Staff Development

The school is committed to ensuring that all teachers are confident and skilled in meeting the needs of pupils with Learning Difficulties, SEND, and EAL. Staff are supported through a coordinated programme of professional learning, information-sharing, and collaborative practice, including:

- **Clear, timely information on individual pupils**, shared through Learning Support, enabling teachers to plan effectively, make appropriate adaptations, and implement recommended strategies.
- **Access to up-to-date guidance on classroom approaches**, including pupil-specific Classroom Considerations and whole-school strategies for inclusive teaching, available on staff desktops.
- **Regular professional learning opportunities**, including a designated Learning Support slot at weekly Staff Meetings, used to share updates, discuss best practice and develop staff confidence in supporting diverse learners.
- **In-class observations and feedback**, carried out by the Learning Support team to support teachers in understanding pupils' needs, identifying barriers to learning, and refining classroom practice. Feedback is shared with form teachers, subject teachers and the Director of Curriculum as appropriate.

- **Individual Education Plans (IEPs)** for pupils receiving targeted support. Teachers are expected to read, understand and implement the strategies and recommendations relevant to their subject area, ensuring a consistent and coordinated approach across the curriculum.

This approach ensures that staff are equipped with the knowledge, skills and resources needed to deliver high-quality, inclusive teaching for all pupils.

15. Working with Parents

Aldro actively encourages the involvement of parents in their child's education. Parents are able to contact staff within the department via email or in person meetings by arrangement. In addition, teachers of Learning Support and EAL comment formally, once a year, on a pupil's main report.

16. Pupil Participation

Teachers in the department ensure that they are fully aware of their pupils' learning profile and involve their pupils in drawing up the targets.

17. Charging Policy

Individual lessons in the Learning Support Department, including EAL and extra French, are charged as extras. Details of the current cost per term are available on the School's website.