

Learners with a EHCP & Additional Language Policy

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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory

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compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

1 INTRODUCTION

Gretton School is an independent residential special school for learners with an Autistic Spectrum Condition (ASC) and all have an Education Health and Care Plan (EHCP). The majority of our learners are working within the average range; however, some do have additional learning needs in line with their diagnoses.

Special educational needs are addressed by all the staff in the school.

2 OUR AIMS

When organising additional support it is very important that we provide learners with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by learners with Special Educational Needs by providing appropriate induction and training.

We believe teachers are responsible for the learner's learning and that teaching assistants will be used effectively to provide the necessary support for our learners.

The SENDCos, fully supported by teaching staff and members of the senior leadership team, will lead on the exam access arrangements/reasonable adjustments process within their centre. Teaching staff will support the SENCOs in identifying, determining and implementing appropriate and practicable access arrangements and reasonable adjustments; including gathering evidence of the learners' 'normal way of working' to support applications for exam access arrangements.

3 IT IS OUR AIM TO:

1. Welcome learners into the school and meet their needs in a positive and accepting manner.
2. To identify and assess the specific needs of the learners, by means of baseline assessment as early as possible within the first term, ensuring there is careful monitoring and assessment of learners throughout their schooling.

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3. To develop the existing skills of the staff in the identification, assessment and provision for pupils with SEN and to provide training, support and shared good practice as appropriate.
4. To provide access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of the young people.
5. To encourage the parents/carers and learners to participate in and support the process.
6. To ensure that support agencies are used effectively and appropriately to help identify needs and plan programmes of work.
7. To encourage confidence and raise self-esteem by providing a caring and well organised whole-school environment.
8. To ensure appropriate progress is made by learners according to their individual potential.

4 WE WILL ACHIEVE THESE OBJECTIVES BY:

- providing an effective learning environment, with suitable strategies to enhance motivation, attention and concentration
- planning suitably differentiated lessons
- adopting a range of appropriate teaching and learning styles, including building on strengths with the use of visual and Autism specific approaches
- planning and reviewing Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs), at least termly, ensuring that parents/carers and learners know what targets have been set
- positive reinforcement to encourage learners achievements, no matter how small, as well as frequent celebrations of success giving equal status to physical, cognitive, and emotional achievements, enabling all young people to feel valued for their efforts
- having multi-disciplinary input in place (for example, teachers, teaching assistants, Occupational therapists, Speech and Language therapists, Educational Psychologist, and Art therapists)
- ensuring we have high expectations of learners, set suitable and challenging targets and monitor progress carefully against baseline assessment, National Curriculum levels and Key Stage 4 and 5 qualifications
- regular and open liaison with parents/carers and other external professions

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5 REVIEW

Gretton School is a specialist provision and as a result each learner's special educational needs will have been identified before arrival.

All learners are assessed as part of the admission's process and on-going assessment takes place throughout the year.

IEPs and IBPs are developed and evaluated each term with all staff, therapists and parents. In addition we provide end of term reports (at the end of the autumn term), end of year reports and parents evenings (spring term) that inform parents of all progress and national curriculum levels.

All learners have an Annual Review and we follow the SEN Code of Practice.

6 ENGLISH AS AN ADDITIONAL LANGUAGE

It is important that pupils learning English as an Additional Language (EAL) should receive their full entitlement to the broad, balanced and individually tailored curriculum, as well as the National Curriculum.

It is recognised that we do not currently have any learners that English is an additional Language.

For our learners, who have communication difficulties, the added problem of learning EAL increases their needs. All learners have EHC Plans from which regular Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are devised and updated at least 3 times per year. Should any learner with EAL require any further support it will be reflected in their EHC Plan and IEP/IBP.

Whenever possible we try to arrange for the learner's first language to be spoken and experienced. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members, volunteers and visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.

Where learners with EAL have entered the United Kingdom within three years of an official examination, the SENDCo/Exam Access Arrangements Coordinator will apply to the Joint Council for Qualifications (JCQ) for use of a bilingual dictionary with 25% extra time, providing the learner meets the requirements set out in the JCQ guidelines.