SEND AND EAL POLICY

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Contents

This policy is structured into the following sections:

Section 1	Statement of intent for SEND and EAL Roles and responsibilities Admissions Aims and objectives of learning support Identifying special educational needs Assessment of pupils at Queen's Gate Referrals to learning support Managing pupil needs on the SEND register Physical Accessibility Other Adjustments Supporting pupils at school with medical conditions Mental health Safeguarding Supporting pupils and families Training Monitoring and evaluating the SEND Policy
Section 2	Aims and objectives for EAL pupils Identifying English as an additional language need Managing the needs of EAL pupils Safeguarding EAL pupils

	Identifying special educational needs for EAL pupils Monitoring and evaluating the EAL Policy Monitoring and evaluating the EAL provision for pupils Training Storing and managing information Complaints Related policies Related legislation

Section 1

Introduction: Statement of Intent for SEND and EAL

Queen's Gate believes that all pupils are entitled to a broad, balanced curriculum and to equal participation within the life of the School. We see it as our duty to ensure that the curriculum and school life is made accessible to pupils with additional needs or disabilities irrespective of their learning profile. We aim to accommodate their needs and build upon their strengths and talents. The aims of this policy are to promote good practice in our management and care of pupils with SEND needs and those whose first language is not English, by providing them with support across all areas of the curriculum as required.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

The Director of Pastoral Care, Ms Charlotte de la Pena and Mrs Lydia Kyle, Principal, have responsibility for the management of the School's SEND policy.

Ms Catherine Hill is the SENDCo – Head of Learning Support and Inclusion and reports to the Director of Pastoral Care and the Principal. She is responsible for the day-to-day operation of the School's SEND policy and the School's EAL policy. The Head of Learning Support and Inclusion is the line manager for the EAL teacher.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-

ordinator, or SENDCo.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Principal and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.

- Working with the Principal and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Admissions

Queen's Gate School is an independent selective day school. Pupils are admitted by assessment at age 4 years, and thereafter by standardized tests. For Senior School, pupils are admitted by competitive examination and are selected on the basis that they are likely to be able to cope with the academic curriculum. Some pupils who are selected may have special educational needs or a disability identified before or after admission to the School. However, applicants are required to sit entrance examinations for Senior School and this is the same examination for all applicants (with reasonable adjustments, such as font size being enlarged). Admissions for pupils other than at 11+, such those joining the school for VIth form, or younger pupils planning to take GCSEs may sit subject specific papers for the subjects that they wish to pursue.

Candidates at 11+ sit the London 11+ Consortium examination. To ensure that appropriate arrangements can be made for prospective pupils, the School asks that parents provide information about their daughter's needs including copies of any reports such as an Educational Psychologist's report, or Education Health Care Plan.

For pupils who are identified as EAL, to ensure that appropriate arrangements can be made for prospective pupils, the School asks that parents provide information about their daughter's language experience and the languages(s) used at home. Reasonable adjustments such as access to a translation dictionary may be made.

In the Junior School pupils are admitted by assessment and are selected on the basis that they are likely to be able to cope with the academic curriculum. Some pupils who are selected may have EAL and may be at an early stage of acquiring English.

Pupils should have an acceptable fluency in English; however, an EAL teacher is currently

engaged to provide lessons, if required, during the school day at the parents' request and expense.

The Consortium follows the JCQ guidelines with respect to all Access Arrangements.

Aims and Objectives of Learning Support

It is our aim that pupils at Queen's Gate achieve the necessary academic qualifications to pursue their aspirations for further study or career development.

All staff at Queen's Gate understand that each class has, within it, a range of ability including learners with special educational needs and disabilities. Staff:

- plan and deliver lessons which offer appropriate adaptation;
- make reasonable adjustments and adaptations to ensure that all pupils are able to access the curriculum and make progress.

The Head of Learning Support and Inclusion, Director of Pastoral Care and Principal support staff and pupils and their families and collaborate in planning and advising on how to meet pupils' needs.

To apply a whole school policy to meeting each child's individual needs following the guidelines of the 'SEND Code of Practice 0-25 (Jan 2015)' and the 'Equality Act 2010: advice for schools DfE, Feb 2013'.

- To ensure that no pupil is discriminated against – in any area of school life, on the basis of her disability.
- To identify, at the earliest opportunity, any pupil who may have special educational needs (SEN).
- To provide different levels of intervention to match a pupil's level of need.
- To ensure that records include information relating to individual needs and the interventions that have been provided as well as their outcomes.
- To ensure that all school staff are aware of each pupil's needs so that such needs may be met in all school settings.
- To conduct regular reviews of the pupil's progress.
- To work in partnership with the pupil's parents at all stages.
- To include the pupil herself in decision making about the type of intervention that is most likely to succeed and the targets to be set.
- To provide support for staff so that the pupil's needs can be met in the mainstream classroom.
- To provide regular professional development for all staff.

Identifying Special Educational Needs

The School has regard to the 'SEND Code of Practice 0-25 years' and its definition of SEN. The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.
A pupil has a learning difficulty or disability if she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders her from making use of facilities generally available in a mainstream school or mainstream post-16 institutions.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

This policy also recognises the 'Equality Act 2010', in which disability is a protected characteristic, and which states that a person has a disability if they have 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' The School ensures that it complies with the terms of the Equality Act and ensures that it does not to treat disabled pupils less favourably than mainstream pupils. The School takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

However, the means of assessing academic ability is the same irrespective of any disability (or other protected characteristic) that the applicant may have.

In addition, the School recognises that other factors may impact upon progress; these include pupils:

- with poor attendance and punctuality;
- with EAL;
- with health issues;
- with welfare issues;
- who are 'looked after' children;
- whose parents are in the armed services or relocate frequently.

As before, the School does not assume learners whose progress is affected by these factors have SEN, however, recognises that some pupils within these groups may also have SEN.

The SEND Code of Practice (2015) identifies four key areas of SEND:

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

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Queen's Gate School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

We consider the pupils' needs holistically, thinking about their strengths as well as challenges. In this way, we are able to strike a balance between support for the pupil and freedom for her to participate as fully as possible in school life.

Every teacher takes account of the wide range of abilities and interests of the pupils and provides

inclusive quality first teaching.

Where a pupil is identified as having SEND, the School adopts a graduated response:

- Assess
- Plan
- Do
- Review

Assess

Already identified needs:

The Head of Learning Support and Inclusion shares information with all staff regarding pupils who have joined the School and have undergone previous assessment of their needs. This information includes the nature of the pupil's needs and recommendations for reasonable adjustments to support the pupil. The information is also recorded in the Learning Passport and SEND Register (found in Whole School SharePoint) and flagged on iSAMS.

Pupils with an Educational Health Care Plan (EHCP), have a learning support plan drawn up. This states how the objectives set out in their plan are to be met. It also sets out the resourcing required, through auxiliary aid and/or specialist support (in addition to the reasonable adjustments) necessary to ensure access to the curriculum and school life.

Whole School baseline assessment:

All pupils joining Preliminary (Reception) are assessed at the beginning of the academic year and their progress monitored. The unique needs of pupils and any interventions are discussed weekly.

All pupils joining Remove (Year 7) are screened for potential difficulties using Recall - computerized assessments for working memory and processing speed. Pupils achieving below average scores are recorded on the register and their progress monitored. The Head of Learning Support and Inclusion advises teaching staff as to the type of support a pupil may require.

Pupils also sit the following baseline tests:

- Junior School – QUEST tests
- Year 7 – MidYIS, Recall
- Year 9 – MidYIS
- Year 10 – YELIS, Exact
- Year 12 – ALIS

The Director of Junior School and Younger Years staff review the data in Junior School to see if there are any anomalies. Head of Teaching and Assessment reviews this information in Senior School in order to identify pupils with:

- an uneven profile of scores across these tests;
- pupils who are below the national average;
- and pupils who demonstrate a level of attainment discrepant with underlying ability evidenced from pupil tracking data.

The results of these tests are for internal use only; they inform planning to meet the needs of the pupils. The Director of Junior School, the Director of Teaching, Learning and Assessment informs the Head of Learning Support and Inclusion of possible emerging needs.

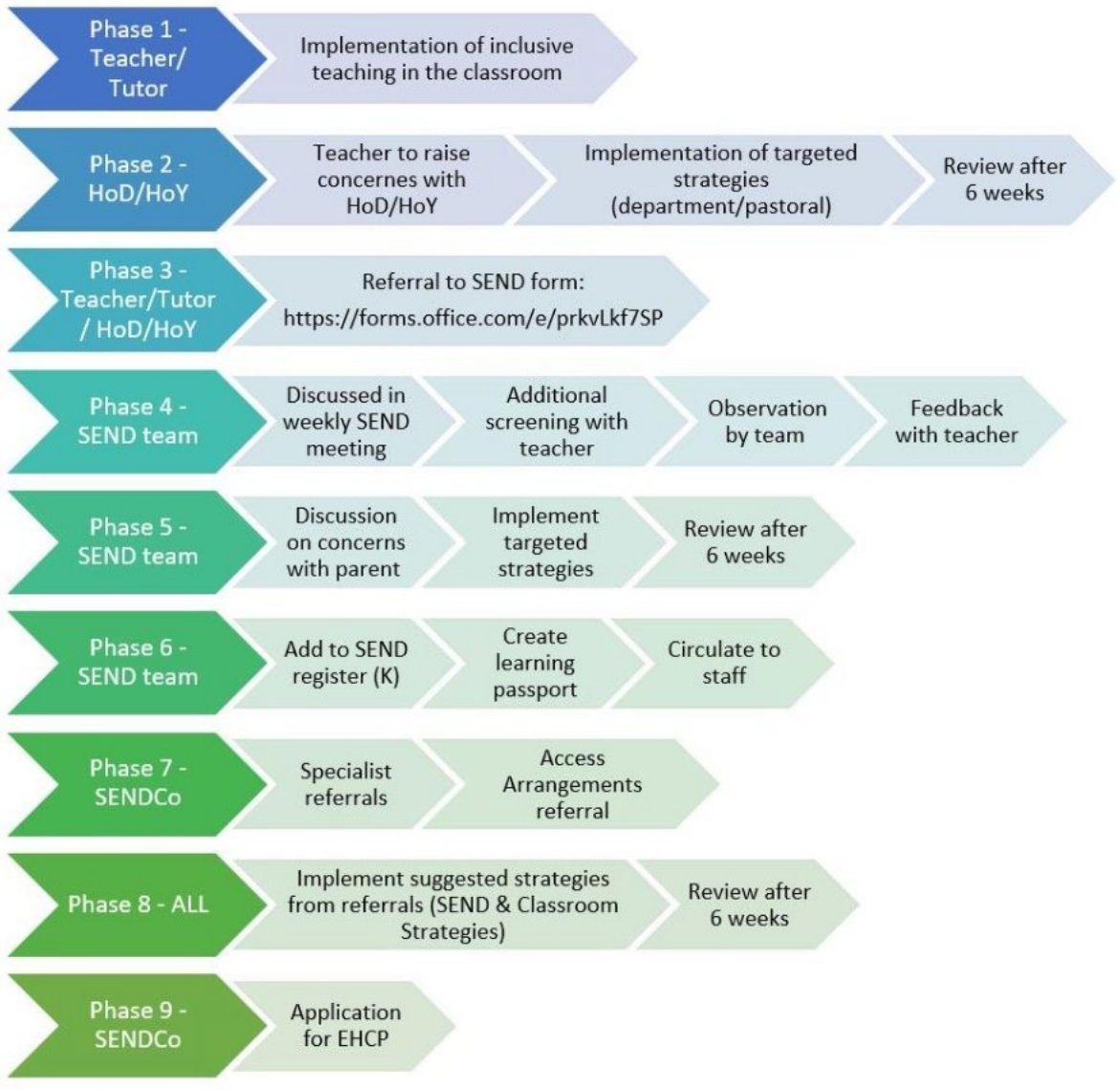
Very often it is the classroom teacher who is in the best position to alert the Head of Learning Support and Inclusion to concerns about a potential SEN in their pupils. They may discuss with

their Head of Department or Head of Year strategies to address the pupil's needs. In the absence of any improvement after these interventions have been tried, a referral should be made to the Head of Learning Support and Inclusion.

New SEND referrals

Staff and the SEND team at Queen's Gate School follow the Phase Flow-Chart copied below for identifying and supporting children with additional needs, based on the graduated approach of universal, targeted and specialist support:

Graduated Approach Flow Chart for Queen's Gate (2026-27)



Most support will be provided at the universal level (Phase 1) as strategies that benefit children with additional needs, will benefit everyone. For Phase 1, suggested inclusive teaching strategies can be found in the SharePoint folder. Any early concerns will be shared with parents.

If these strategies are not successful following assessment and review, Phase 2 should require planning and review within departments/pastoral team with targeted strategies. If the child is still not making progress, a SEND Referral Form (Phase 3) should be completed by the Class Teacher/Tutor/Head of Department/Head of Year, which can be found in the SharePoint folder. All

referrals are discussed at the weekly SEND department meeting, with the Director of Pastoral or Principal (Phase 4). At this point additional screening may take place, observations of the pupil in class and feedback collated from class teachers.

Where a pupil or her family have concerns about progress they may also approach the School and a meeting will be set up with the class teacher initially with a date in the future to review progress. Once some adaptations and interventions have been carried out, a meeting can then be set up with the Head of Learning Support and Inclusion and the Director of Pastoral Care.

Plan
Following the identification of potential SEND in School, parents/carers, with their child, will meet with the Head of Learning Support and Inclusion to decide on the interventions and support to be put in place as well as the expected impact on progress and development (Phase 5). A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Should a student be placed on the SEND Register, a Learning Passport will be created with the student, parents, professionals and teachers and shared with everyone who works with the student. They may also be considered for Access Arrangements. The Learning Passport is child-centred and strengths-based and will include:

- primary needs of the pupil;
- strengths, likes and dislikes of the pupil;
- strategies to support with their learning identified by the pupil;
- recommendations from teachers, professionals and parents who work with the pupil for how to best support their learning in the classroom;
- identified interventions for the pupil to take part in which may include teacher-led clinics and study skills in the Senior School and speech and language interventions, small-group teaching and in-class support in the Junior School. Although, in the Junior School, some pupils may receive in-class support in certain lessons from a teaching assistant, as a mainstream school, we do not undertake to provide this to a pupil full time and/or on a permanent basis.

The Learning Passports are reviewed regularly (at least annually) and updated where appropriate and if needs/provision has changed.

Do
The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Learning Passport will be implemented with further guidance from the SEND team where needed.

The Head of Learning Support and Inclusion will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Where provision involves one-to-one teaching, which cannot be made before or after school, at lunchtime or during Private Study periods, this may lead to the pupil being withdrawn from lessons. When this is the case, every care is taken to ensure that her access to the wider curriculum is not unduly affected and parents have given their permission.

Review
The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Progress is monitored and reviewed by one or more of the following: the class teacher, Head of Learning Support and Inclusion and the Head of Year. This is to assess the effectiveness of the provision in place.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the Head of Learning Support and Inclusion, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil. Parents' and pupils' views are sought, and provision may be changed, increased or ceased.

Where there is a sustained period of insufficient or no progress, the school may advise parents to consider an assessment with the school-appointed Access Arrangements Assessor (at a cost to the parents), or to consult with a specialist or external agency such as a Speech and Language Therapist or Educational Psychologist, at a cost to the parents (Phase 7-9).

Please liaise with the Head of Learning Support and Inclusion before seeking any privately commissioned report by a Dyslexia Specialist or Educational Psychologist. Privately commissioned reports may not be accepted by the school unless the external assessor first makes contact with the school.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Where, despite the School having taken relevant and purposeful action, the pupil does not make the expected progress, the School or parent will consider requesting an Education Health and Care Needs Assessment.

Statutory assessment of needs (EHC)
A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Queen's Gate School will follow their local authority's guidance (depending on where the pupil lives) for this process and involve parents/carers and the child from the beginning.

Please see the SEND Local Offer for your Local Authority for further advice:

- SEND Local Offer | Royal Borough of Kensington and Chelsea (rbkc.gov.uk)
- Family Information Hub | SEND Local Offer (westminster.gov.uk)
- Local Offer for SEND | London Borough of Hammersmith & Fulham

Pupils with EHCPs have their EHCP reviewed annually with the local authority when new objectives are drawn up; a decision may be made to increase or withdraw some of the support depending on progress and need. Their progress is closely monitored by the Head of Learning Support and Inclusion via input from subject teachers and through a termly meeting with Head of Year, Director of Pastoral Care, pupil and family.

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, and are part of Phase 7 in the Graduated Approach for Queen's Gate. These may include:

- 25% extra time
- Rest breaks
- Prompting
- Reader
- Scribe
- Word processor
- Smaller room
- Bilingual dictionary

For GCSE and A Level access arrangements, the school must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the school. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENDCo to make appropriate and informed decisions based on the Joint Council for Qualifications regulations.

The school follows the flow chart copied below to meet the requirements and deadlines for applications for adjustments. Please see the Access Arrangements Policy (2026/27) for further guidance on current regulations for exams (reviewed annually).



Managing Pupil Needs on the SEND Register

Once a pupil is in receipt of additional support, or is placed upon the SEN register, a star system on the pupils SEN profile (on iSAMS) is added to indicate the level of support she is receiving.

Blue star – Monitoring/Concern
Green – Extra Support Required
Purple – Monitor
Red – Assessed and having support
Yellow star – Has a specific learning difficulty – SpLD
Plus – Medical needs
Clock – Assessed for access arrangements

In addition, staff can access the SEND Register, which shows any formal Access Arrangement. This is located on the school network through SharePoint and accessible only to staff who are signed in.

Physical Accessibility

Parents of current and prospective pupils with disabilities may wish to obtain copies of the School's Accessibility Plan from the Principal's PA. This shows the ways in which the School plans

to make the buildings progressively more accessible to disabled pupils, parents and visitors. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its listed building status. In the refurbishment of the Junior School, an internal and external lift were installed to enable access to the building and to all floors.

Other Adjustments

Depending upon need, pupils may use laptops and can be given large print or documents printed on coloured paper. Menus may be devised to cater for some special dietary requirements.

Supporting pupils at school with medical conditions

With regard to Section 100 of the Children and Families Act 2014, the School recognises that pupils with medical conditions may have a disability or special educational needs. The school recognises that some students who have a disability, may also have special educational needs (but does not assume all disabled students have SEN). Those with long-term and complex conditions may require on-going support; others may require monitoring or specific interventions in emergency situations.

The School establishes relationships with relevant health services and fully considers the advice from health care professionals in addition to input from the pupil and their family. We recognise the social and emotional impact that medical conditions may have upon a pupil.

The School works actively with pupils and their families to ensure that they are given support to ensure that any frequent or long-term absences which arise due to health issues do not impact adversely upon their educational attainment and emotional wellbeing.

Full account of medical conditions is taken in risk assessments, including those for extra-curricular activities, sports and school trips to ensure that appropriate arrangements are in place. All staff receive First Aid training every three years and designated staff undergo additional first aid training. Specific paediatric first aid training is also provided for appropriate staff. Epi-pen training is also provided on a regular basis. Where pupils have specific conditions such as diabetes, asthma, regular faints, or anaphylactic shock, staff are provided with instructions and training on what to do in the first instance, as they await the arrival of a First Aider.

Mental Health

The School has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. We recognise that some pupils with mental health issues may also have SEN.

Relationships and Sex Education

Relationships Education and Relationships and Sex Education will be accessible for all pupils including those with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are also mindful of preparing all young people for adulthood outcomes, as set out in the SEND code of practice. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils - for example those with Social, Emotional and Mental Health needs or learning disabilities. We aim to ensure that RSE teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

The process for a parent to withdraw their child from the sex education element of RSE is the same for pupils with SEND as those without. In addition, there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Safeguarding

At Queen's Gate School, staff understand that children and young people with SEN and disabilities can face additional safeguarding challenges. They recognise that additional barriers can exist when recognising abuse or neglect within this population of pupils. Staff are therefore vigilant and:

- They are mindful of the fact that changes in behaviour, mood, or injury, could be indicators of abuse; they do not assume that such signs and symptoms relate only to a child's SEN or disability without further exploration.
- They monitor pupil interactions carefully as research has shown that children and young people with SEN and disabilities can be disproportionately impacted by such things as bullying without showing any outward signs.
- They take active steps to overcome any barriers to communication that may exist for children with SEN and are mindful that children with SEND are more prone to peer group isolation than other children.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.
In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Queen's Gate School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

More information about the support offered to parents/carers from the local authority can be found within the Local Offer (related to the Borough you reside in):

- SEND Local Offer | Royal Borough of Kensington and Chelsea (rbkc.gov.uk)
- Family Information Hub | SEND Local Offer (westminster.gov.uk)
- Local Offer for SEND | London Borough of Hammersmith & Fulham

Training

Training is provided in response to the needs of the School population. This may be provided either by the Head of Learning Support and Inclusion (e.g. delivering professional development on working memory and its impact in the classroom) or by outside training providers (e.g. the Hearing Support Service delivering advice on how best to support a deaf pupil).

All members of staff working within the Learning Support and Inclusion Department have

appropriate qualifications and experience in meeting the needs of learners with SEN and disabilities. They have opportunities to receive Continuing Professional Development when appropriate courses are identified.

The Head of Learning Support and Inclusion is active in providing regular advice, support and training to staff. In the Autumn Term, new staff receive a session on SEN and disabilities as part of their induction programme.

Monitoring and Evaluating the SEND Policy

The Governors' Educational and Pastoral Committee has oversight of the provision of Learning Support and Inclusion and accessibility for pupils with SEN and learning difficulties. The School's Compliance sub-Committee will also review this policy alongside other policies.

Monitoring and Evaluation of SEN Provision for the Pupils

Termly reviews monitor the number of pupils on the SEN register and ensure that the pupils' needs are being met. The Head of Learning Support and Inclusion also maintains information about pupils who have required support in the past, but no longer require it.

Section 2

Aims and objectives for EAL

It is our aim that pupils at Queen's Gate achieve the necessary academic qualifications to pursue their aspirations for further study or career development.

All staff at Queen's Gate understand that each class has, within it, a range of ability including EAL pupils and that attention must be given to such pupils in order to allow them to achieve their full potential. Staff:

- Ensure that EAL pupils are helped to use English confidently and competently.
- Ensure the particular welfare needs of EAL pupils are met.
- Have high expectations of all EAL pupils and provide them with the necessary entrance requirements for higher education.
- Provide individual support and intensive learning according to need, and particularly when pupils first arrive in the school.
- Encourage pupils to develop the linguistic skills to support their social integration.
- Teach and motivate EAL pupils in their classes by planning and delivering lessons which offer appropriate differentiation, making reasonable adjustments to ensure that they are able to access the curriculum and make progress.
- Track progress and remain vigilant to the possibility that some EAL pupils may also have SEN.
- Ensure that any EAL pupils that have SEN receive appropriate support to meet their EAL needs and SEN.
- Ensure that any EAL pupils that have an Education Health Care Plan receive the support detailed in that plan, monitor their progress and review the provision made accordance with the school SEND policy.
- To celebrate the cultural and linguistic richness such pupils bring to the School and encourage a pupils' bi/multilingualism.
- To welcome and support pupils when they arrive by providing "buddies" from their forms and, if possible, "language buddies" whom they can go to with problems or queries.
- To ensure that pupils gain confidence in using English and feel supported as their English proficiency improves.
- To encourage pupils to communicate confidently and fluently in English.

- To ensure that all school staff are aware of each pupil's needs so that such needs may be met in all school settings.
- To ensure that pupils receive regular and effective feedback (both spoken and written) so that they feel involved in the learning process and are motivated to continue their efforts.
- To ensure that pupils understand the aims and learning outcomes of pieces of work, and that they are aware of the homework required of them.
- To use the School's rewards system to celebrate their achievements.
- To help pupils to realise the importance of working independently and taking active responsibility for their work and progress.
- To work in partnership with the pupil and her family at all stages.
- To ensure that appropriate and approved examination concessions are in place.
- To prepare pupils through Cambridge, iGCSE and IELTS examinations as appropriate to their needs.
- To identify, at the earliest opportunity, any pupil who may have special educational needs (SEN) or disabilities and implement the provisions made through the application of the SEND policy for EAL pupils who have SEN.
- To ensure the effective implementation of the SEND Policy for EAL pupils who have SEN.
- To ensure that no pupil is discriminated against – in any area of school life, on the basis of having EAL.

Identifying English as an Additional Language Need

Although most EAL pupils at Queen's Gate are higher level bilingual or multilingual learners, we understand that full acquisition of English takes many years. This means that, while higher level bilingual or multilingual learners may be conversationally fluent, they may, nonetheless, require support through scaffolding or explicit teaching in lessons of some concepts such as idioms or vocabulary to ensure that their linguistic needs are met.

The School uses the information given by parents on the application form sent to the School, as well as information from the pupil's junior school or nursery, to identify:

- which pupils have EAL;
- their level of English language proficiency;
- the interventions that have been used in the past.

This contributes to planning for the pupil's needs when she enters Queen's Gate.

The EAL Coordinator maintains a list in SharePoint of all pupils known to have EAL, which teachers are signposted to and can use to inform their planning.

Managing the Needs of EAL Pupils

The progress of EAL pupils is tracked using formative and summative assessments as well as national baseline assessments. This highlights where there is a cause for concern. If there is a cause for concern, appropriate action is taken by Head of Year, or the Principal, to ensure that the EAL learner's linguistic needs are met.

A specialist EAL teacher may provide lessons during the school day for EAL pupils where there has been an agreement that they will receive support in school (at an additional cost to the parent). Pupils are taught individually at least once a week and are offered individual help as required from subject teachers. Pupils may be withdrawn from timetabled lessons after consultation with teachers and parents. This will usually be for EAL support lessons but, in some cases, it has been agreed to withdraw pupils altogether from subjects, such as a second modern foreign language, in order to provide more time for extra support. Each case is considered on its individual merits and

we are always mindful of optimising a pupil's access to the full curriculum.

In the Junior School class teachers, teaching assistants, assistant teachers in partnership with the EAL teacher provide additional support to pupils who require it.

Once it is decided that a pupil is to receive specific support from the EAL specialist, her name is added to the Learning Support List on iSAMS. This identifies her as being in receipt of support, but she is not added to the SEND register unless she has a learning difficulty or disability in addition to EAL or requires some type of Access Arrangement such as the use of a bilingual dictionary. The School recognises that having a first language other than English is not in itself a learning difficulty: "Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught." (DfE).

The progress of all pupils with EAL is reviewed as part of the school progress review cycle. In the Senior School this is carried out with the Year Heads, Director of Teaching, Learning and Assessment and Principal. In the Junior School, tracking is carried out by the Principal. Where progress is at a level where support may be discontinued or initiated, the Head of Learning Support and Inclusion is informed who discusses opportunities for support from the EAL teacher. In this way, progress in both the acquisition of English and attainment in curriculum subjects can be monitored and the support of individuals revised as necessary. This process also ensures that emerging needs of higher level bi/multilingual learners can be identified and support options considered to ensure that they continue to make progress academically and linguistically.

In addition, comparisons between a pupil's baseline test scores are made. The expectation is that EAL pupils should show successive gains in scores for English sub-test of QUEST, MidYIS, Yellis and Alis. Where scores and educational attainments do not show this expected upward trajectory, a more in-depth review of the pupil's acquisition of English is undertaken and information is sought from her family and teachers to examine whether this may be due to an underlying difficulty which exists in her home language/s and which could be indicative of a special educational need or disability. Here the graduated response detailed in the SEND policy would be triggered.

Managing Pupil Needs on the SEND Register for Students with EAL

Whilst we realise that EAL is not SEND, we use the SEND Register system on iSAMS to flag an EAL or EAL with SEND. Once a pupil is in receipt of additional support, or is placed upon the EAL register, a star system on the pupil's SEN profile (on iSAMS) is added to indicate the level of support she is receiving.

- World symbol – EAL Support – this could be one to one, small group or extra care from class teacher and possibly some access arrangements – use of bilingual dictionary with or without extra time.
- World symbol with a plus sign – this denotes the pupils has EAL support as above but also has a Learning Need.

In addition, staff can access the SEND Register, which shows any formal Access Arrangement. This is located on the school network through SharePoint and accessible only to staff who are signed in.

Safeguarding EAL Pupils

At Queen's Gate School, staff understand that children and young people with EAL can face

additional safeguarding challenges. They recognise that additional barriers can exist when recognising abuse or neglect within this population of pupils. Staff are therefore vigilant:

- They monitor pupil interactions carefully as research has shown that children and young people with EAL can be disproportionately impacted by such things as bullying without showing any outward signs.
- They take active steps to overcome any barriers to communication that may exist for children with EAL.

Identifying Special Educational Needs for EAL Pupils

The School has regard to the SEND Code of Practice 0-25 years (2015) and its definition of SEN and disability and has a policy for SEND. The School understands that while EAL is not a special educational need, this does not mean that some pupils with EAL may not also have special educational needs or disabilities. Where a pupil with EAL has special educational needs or a disability, provisions are put in place.

We consider the pupils' needs holistically, thinking about their strengths as well as weaknesses. In this way, we are able to strike a balance between support for the pupil's EAL and SEND and freedom for her to participate as fully as possible in school life.

Monitoring and Evaluating the EAL Policy

The Governors' Educational and Pastoral Committee has oversight of the provision of learning support for pupils with EAL and will review this policy alongside others. The Compliance Committee has oversight of all policies.

Monitoring and Evaluation of EAL Provision for the Pupils

Termly reviews monitor the number of pupils with EAL and ensure that the pupils' needs are being met. The Head of Learning Support and Inclusion also maintains information about pupils who have required support in the past, but no longer require it.

Training

Training is provided in response to the needs of the School population. This may be provided either by the Head of Learning Support and Inclusion, EAL teacher, or by external agencies.

All members of staff working with EAL pupils within the Learning Support and Inclusion Department have appropriate qualifications and experience in meeting the needs of pupils with EAL. They have opportunities to receive Continuing Professional Development when appropriate courses are identified.

Storing and Managing Information

Pupil records, SEND and EAL information may be shared with staff working closely with pupils who have SEND or EAL to enable them to better meet the individual pupil's needs. Pupil files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Security of Personal Data Policy.

Complaints

The School hopes that parents and pupils do not have any complaints about the School's approach to SEND or EAL support, but a copy of the School's complaints procedure is available on our website or may be made available to parents on request.

Related Policies

Safeguarding and Child Protection

PSHE and RSE Policy
Equal Opportunities Policy
Curriculum Policy
Accessibility Plan
Access Arrangements Policy

Related legislation

This policy works with regard to requirements laid out in the SEND Code of Practice 0-25 (Jan 2015) Section 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Jan 2015)
- Keeping Children Safe in Education (September 2024)
- Working Together to Support School Attendance 2024
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Schools SEND Information Report Regulations (2014)
- Teachers' Standards (July 2011 introduction updated June 2013 and latest terminology Dec 2021).