

SPECIAL EDUCATIONAL NEEDS & DISABILITIES AND ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1. Policy Statement and Regulatory Framework

Stowe School is a mainstream independent school committed to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and those for whom English is an Additional Language (EAL). The School seeks to ensure that all pupils are able to access a broad, balanced and ambitious curriculum, make good academic progress, and develop confidence, independence and resilience.

This policy has been written with reference to, and in compliance with:

- The SEND Code of Practice (2015)
- The Equality Act (2010)
- ISI Regulatory Requirements, including Part 1 (Quality of Education) and Part 3 (Welfare, Health and Safety)
- Joint Council for Qualifications (JCQ) regulations relating to access arrangements

Provision for SEND and EAL pupils at Stowe School is delivered primarily through the Academic Skills Department, working in close collaboration with academic, pastoral, therapy, medical, senior and executive leadership teams.

2. Definitions: SEND and EAL

Special Educational Needs and Disabilities (SEND)

Stowe School adopts the definition of SEND set out in the SEND Code of Practice (2015).

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is present if a pupil:

- Has significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

SEND is categorised under four broad areas of need:

- **Cognition and Learning** – including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- **Communication and Interaction** – including speech, language and communication needs and autism spectrum conditions.
- **Social, Emotional and Mental Health (SEMH)** – including difficulties related to attention, emotional regulation, anxiety or mental health.
- **Sensory and/or Physical Needs** – including visual or hearing impairment, physical disability, medical needs or sensory processing difficulties.

English as an Additional Language (EAL)

Pupils are identified as having EAL when English is not their first language. Studying in a

second language can present both opportunities and challenges, and Stowe School recognises the importance of targeted language support to enable EAL pupils to thrive academically and socially.

EAL support focuses on the development of English language proficiency and academic English skills. EAL does not constitute SEND unless an underlying learning difficulty or disability is identified.

3. Identification and Assessment

Identification of SEND

Stowe School aims to identify SEND as early as possible to enable timely and effective support. Identification may arise through:

- Information shared during admissions, including specialist reports
- Liaison with previous schools
- Baseline screening on entry (including CAT4, reading, spelling and writing speed assessments)
- Ongoing teacher observation and academic concern
- Monitoring of academic progress data and internal assessments

The School follows a graduated response of **Assess – Plan – Do – Review**.

Identification of EAL

Initial assessments for EAL pupils are carried out to determine each pupil's level of English language proficiency. Assessment data is used to inform decisions regarding the level, nature and focus of EAL provision, including schemes of work and curriculum access.

In cases where EAL and SEND may be connected, the SENCo and EAL Coordinator liaise closely to ensure appropriate assessment and coordinated provision.

4. Provision and Support

SEND Provision

SEND provision at Stowe operates on a continuum and is proportionate to identified need. Provision may include:

- High-quality, differentiated classroom teaching
- In-class support from Learning Support Assistants in selected English, Maths and Science sets
- Small group Skills sessions targeting specific learning needs
- Time-limited one-to-one interventions
- Timetabled Skills lessons for pupils with more significant needs
- Subject-specific academic clinics
- Assistive technology and examination access arrangements, in line with JCQ regulations

Provision is reviewed regularly to ensure it remains appropriate, effective and promotes independence.

SEND AND EAL POLICY



EAL Provision

Provision for EAL pupils is overseen by the EAL Coordinator within the Academic Skills Department and includes:

- Small group and, where appropriate, one-to-one structured EAL sessions
- Development of academic English to support access to the wider curriculum
- Preparation for external examinations such as IGCSE English as a Second Language and IELTS, where appropriate
- Subject-specific language support linked to GCSE, A Level or BTEC courses

Teaching approaches include clear language modelling, explicit vocabulary instruction, structured speaking and writing tasks, and detailed formative feedback. High expectations and clear targets are set for both classwork and prep.

Pupils are encouraged to develop independence by tracking their own progress, creating vocabulary records, developing self-correction skills and engaging in collaborative learning tasks.

5. Leadership, Roles and Accountability

SENCo

The SENCo is responsible for the strategic oversight and coordination of SEND and EAL provision, including identification, assessment, intervention planning, liaison with parents and external professionals, and management of access arrangements.

EAL Coordinator

The EAL Coordinator oversees assessment, provision and monitoring of pupils with EAL, prepares pupils for relevant external examinations and works closely with subject teachers to support curriculum access.

Staff Responsibilities

All teachers are teachers of pupils with SEND and EAL and are responsible for delivering inclusive, adaptive teaching. Teachers are expected to be aware of pupils' identified needs, implement agreed strategies and communicate concerns to the SENCo or EAL Coordinator as appropriate.

6. Individual Learning Plans and EHCPs

Pupils receiving SEND support are identified on the School's information system, accessible to all teaching staff. Information may include areas of need, classroom strategies, interventions and progress data.

Where pupils have an Education, Health and Care Plan (EHCP), provision is made in accordance with the plan and relevant statutory guidance.

7. Partnership with Parents and Pupils

Stowe School recognises the importance of working in partnership with parents and pupils. Communication takes place through tutors, parent-teacher consultations, meetings with the SENCo, Deputy SENCo or EAL Coordinator and ongoing dialogue where appropriate.

Pupil voice is actively encouraged to promote self-awareness, independence and engagement with learning.

8. Transitions

The School supports pupils with SEND and EAL at key transition points, including entry to the School, movement between year groups, transition into Sixth Form and preparation for public examinations. Relevant information is shared with staff to ensure continuity of provision.

9. Monitoring and Evaluation

The effectiveness of SEND and EAL provision is monitored through:

- Academic progress data
- Teacher and tutor feedback
- Pupil self-reflection
- Review of interventions and outcomes
- Consideration of social, emotional development and independence

Provision may be adapted, reduced or ceased where pupils demonstrate sustained progress.

10. Accessibility, Equality and Reasonable Adjustments

Stowe School is committed to meeting its duties under the Equality Act (2010) and ensuring that pupils with SEND or EAL are not placed at a substantial disadvantage. Reasonable adjustments and access arrangements are made where appropriate.

11. Policy Review

This policy is reviewed annually by the Governing Body.

Policy Owner: CEB

Policy Reviewed: Jan 2026

Date of next review: 01 April 2026